



## East Carolina University | Board of Trustees University Affairs Committee Meeting | November 20, 2014 Agenda

- I. Approval of minutes from September 18, 2014 **Action**
  
- II. Academic Affairs
  - A. Marketing Degree Programs - "Degree Explorer"
  - B. Collegiate Learning Assessment – UNC Pilot Project
  
- III. Student Affairs
  - A. Marketing Plan for Student Code of Conduct
  - B. Housing Update
  - C. Current Climate Profile
  
- IV. Research & Graduate Studies
  - A. Centers and Institutes

East Carolina University  
Board of Trustees  
University Affairs Committee  
November 20, 2014

Session	University Affairs Committee
Responsible Person	Deborah Davis, Chair, University Affairs Committee
Agenda Item	I.
Item Description	Approval of September 18, 2014 minutes
Comments	
Action Requested	Approval
Disposition	
Notes	

Minutes of the Meeting of the  
**University Affairs Committee**  
**East Carolina University Board of Trustees**  
September 18, 2014 at 10:40am  
Mendenhall Student Center – Great Room 3

Board Members Attending: Deborah Davis (chair), Robert Brinkley, Carol Mabe, Danny Scott, Michael King, Max Joyner, and Robert Brinkley.

Others in Attendance: Ron Mitchelson, Virginia Hardy, Michael Van Scott, Austin Bunch and Steve Ballard

Meeting began 10:22am

Ms. Davis opened the meeting by reading the conflict of interest statement.

The minutes from the previous meeting were approved.

**Research and Graduate Studies – Michael Van Scott**

• **FY 14 Grant and Contract Activity**

- Dr. Van Scott shared how we receive our extramural funding nationally (federal, industry, non-profit and other). From the federal government, using NIH as the example, the amount provided has been relatively flat for the last 10 years. These federal government dollars is typically broken into program funding and primary investigator money. We have not typically competed for the program funding, but we need to do so. He shared federal budget forecasting through 2024 and that the dollars given our will be more competitive moving ahead. Dr. Van Scott believes that as federal and state dollars go away from research more industry dollars will be available and we need to be in the game to compete. He explained the grant process from the time it is proposed to awarded dollars to expenditures to F&A Recovery (there is a 12-18 month lag between proposals to expenditures). He compared ECU's proposals and awards and the graph appears to mirror the federal funding. (When the federal government cut funds, our numbers dropped). Since 2003, our R&D expenditures have gone from \$13 million to \$32 million and our national rank have gone from 264<sup>th</sup> to 233<sup>rd</sup> (which is the 36<sup>th</sup> percentile). Related to peers we are comparable for federal sponsors and ahead of our peers from industry sponsors. Dr. Van Scott said the message to legislators should be that the state is doing very well. ECU is number 3 in the state and we are going to grow our numbers. As our Dental Medicine and Engineering schools get engaged in research, we should be better positioned in the long run.

**Academic Affairs – Interim Provost Ron Mitchelson**

• **Strategic Plan Next Steps – Austin Bunch**

- Dr. Bunch walked through some of the recent work accomplished toward the completion of the Strategic Plan, including the mission and three commitments (student success, public service and regional transformation). He shared that there is a strategic marketing and communications plan to get the Strategic Plan spread across campus. There are now 25 units that are working with the university strategic plan to build their own plans. These units are quickly working to complete their respective plans for completion by November 15<sup>th</sup>. The plans will be reviewed and approved for each of the 25 plans. Dr. Bunch shared the timeline for the Strategic Plan from July 2014 throughout the spring 2015 semester (with full implementation). Each plan must address all three commitments, incorporate diversity and efficiency elements, be Bold, Authentic and Distinctive, and be aspirational. There is a new website created for the Strategic Plan ([www.ecu.edu/beyondtomorrow](http://www.ecu.edu/beyondtomorrow)).

• **KPI Indicators – Ying Zhou**

- Dr. Zhou discussed the key performance indicators for degrees awarded in STEM and Health fields. The number of degrees awards is around 2,100 over the last 4 years. For transfer students one-year persistence rate, these students are retained at about 84.2%, which is up from 78% since 2007-08. Pitt Community College, Wake Tech, Wayne CC, Craven CC, and Lenoir CC are the top feeder community colleges. The Board discussed that we remain focused on getting our pieces of the pie from the high

school student perspective. Even though the high school pools are decreasing, we need to build better bridges to our key feeders. There was a recommendation to have this conversation continue at a future board meeting to talk about bridging the gap from high school to ECU.

- **Intercollegiate Athletics Survey – John Fletcher**

- He discussed the survey process and who was involved in putting this together. This survey included graduate success rate, innovative practices at ECU, grade point averages and financials. The Board would like to see if our student athletes are graduating with degrees that are getting them careers. **Motion was made to accept the report, seconded and approved without dissent.**

#### **Student Affairs – Vice Chancellor Virginia Hardy**

- **Freshman Survey**

- Beginning College Student Engagement survey – 94% completed the survey. 64% say ECU was the first choice. More than half are first generation students. 91% expect to graduate and 8 percent are uncertain. 49% of freshmen had jobs in high school. The Board members asked for a summary of this report to be shared.

- **Housing Update**

- We had 133 students, at the start of the year, lived in temporary housing (with RA's or converted lounge areas). We have now reduced that number to 85. We have gone back out to North Campus Crossing to contract with them to get 42 beds from NCC to move out of temporary housing. All of these rooms, except one or two, are in one single location at NCC. We have upperclass students that wanted to live in the residence halls, but we didn't have the space, so they are living in the Province Apartment Complex. These students actually have an RA and programming as a part of this contract. Gateways East and West come online in Fall 2015. The Tom Taft Complex will also come online in Fall 2015.

- **Enhance Safety Measures**

- The Pirate Express (Thursday-Saturday nights) has added a route that is taking students from downtown to apartments and locations in the TRUNA area. This has helped with reducing the opportunities for assaults. This is being funded by SGA to be a service for the students.
- The Good Samaritan Policy has been implemented at ECU. This is a policy that allows for a student that is need of medical attention as it relates to alcohol/drugs and because they called for help, they don't get into trouble.
- The Governors initiative (College Recovery Campus) focuses on underage alcohol and substance abuse. The decision about the funding for these initiatives should be decided very soon so that we can move forward.
- All freshmen are required to take the Safety Module, which discusses alcohol/substance abuse and sexual assaults.
- A program called Back on Track is looking at the students have received educational sanctions and tracking how they are doing afterward.

- **Student Conduct Process Update**

- From the external review, Dr. Hardy shared updates from the recommendations made at that time and what has been done. Some pieces are still pending the review of the Code being updated. Once done, this will move things forward with a January 1, 2015 implementation. This will be consistent with the UNC policy and federal compliance too. There will be a communication plan that will roll out with the changes to the code and explanations about the process changes. There will be a presentation about the communication plan for the November Board meeting.

**Meeting Ends at 12:09 pm**

Respectfully submitted by Christopher Stansbury

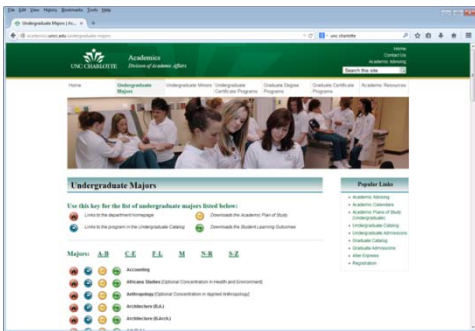
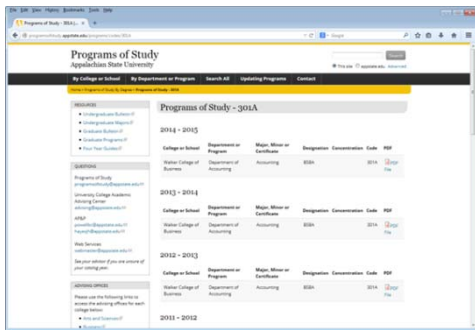
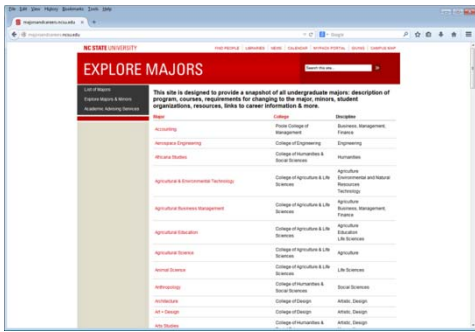
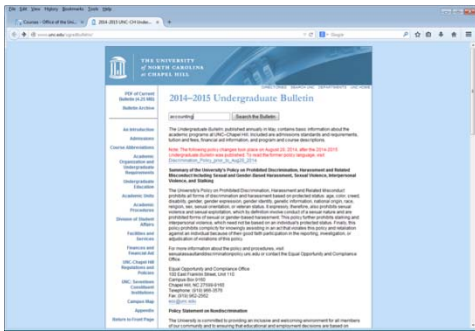
East Carolina University  
Board of Trustees  
University Affairs Committee  
November 20, 2014

Session	University Affairs Committee
Responsible Person	Ron Mitchelson, Provost
Agenda Item	II. A.
Item Description	Marketing Degree Programs – “Degree Explorer”
Comments	
Action Requested	Discussion
Disposition	
Notes	

# Degree Explorer

# Background

- *University websites are a significant source of information for prospective students*
- *Availability of a particular program is a primary factor in college selection*
- *Listened to feedback from prospective students*
  - *Accessing degree information at university websites is not always “user-friendly”*



# Background

- *Much like other universities, our previous solutions not meeting need*



# Background

- *A responsive and strategic approach*
- *Needed a central, user-friendly, online resource that would showcase our core academic “product”*
  - *Allow visitors to the site to search and explore every degree offered at ECU*

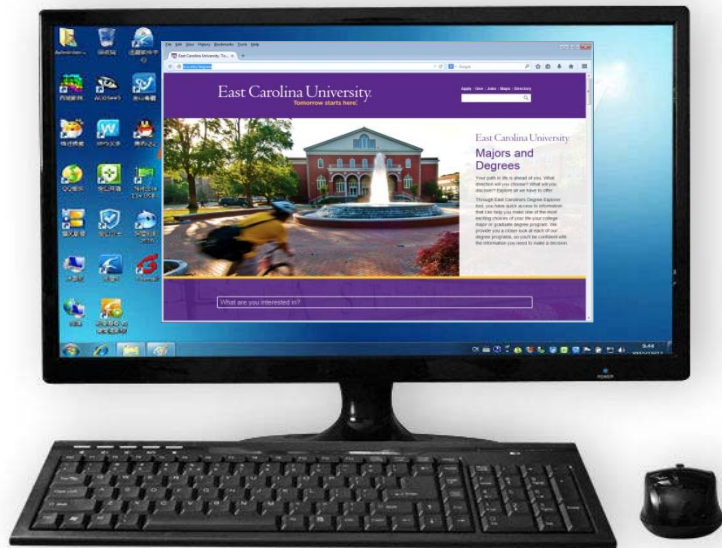
# Background

- *Concerns about scale of project had to be overcome*
- *Design-build project*
- *Required cross-campus collaboration*

# Expectations

- *Create a comprehensive site that is easy to access and explore (and maintain)*
- *Include current curriculum*
- *Relate degree to career opportunities*
- *Do more than present degree...*
- *Promote it*

# Degree Explorer



- *Accessible*
- *Useful*
- *Distinctive*
- *Strategic*

# Promotion

- *Website*
- *Social media*
- *Online advertising*
  - *Remarketing*
- *Direct Outreach by Admissions*
  - *Guidance Counselors*
  - *Prospective student interaction*

East Carolina University  
Board of Trustees  
University Affairs Committee  
November 20, 2014

Session	University Affairs Committee
Responsible Person	Ron Mitchelson, Provost
Agenda Item	II. B.
Item Description	Collegiate Learning Assessment – UNC Pilot Project
Comments	
Action Requested	Discussion
Disposition	
Notes	

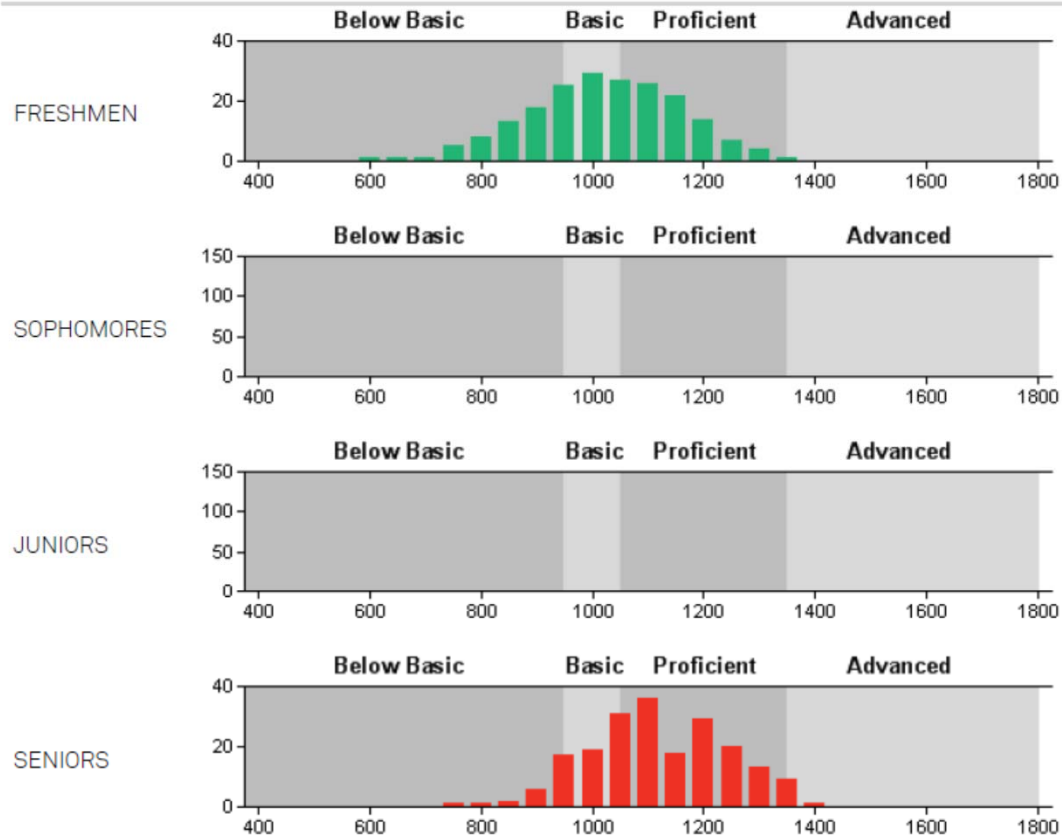


In 2002, the Collegiate Learning Assessment (CLA) was introduced as a major initiative of the Council for Aid to Education (CAE). Since its launch, the CLA has offered institutions a value-added approach to the measurement of higher-order thinking skills. The carefully designed questions in this examination require students to analyze, evaluate, and synthesize information as they demonstrate their ability to think critically and solve problems. Hundreds of institutions and hundreds of thousands of students have participated in the CLA testing program to date.

The **Performance Task** presents students with a real-world situation that requires a purposeful written response. Students are asked to address an issue, propose the solution to a problem, or recommend a course of action to resolve a conflict. They are instructed to support their responses by utilizing information provided in a Document Library.

In the second part of the examination, students are asked to answer 25 **Selected-Response Questions**. Ten questions measure scientific and quantitative reasoning, and ten measure critical reading and evaluation. Another five questions call for students

### Distribution of CLA+ Scores, by Mastery Level



### ECU Freshmen vs ECU Seniors

Notice that our statistical distribution (bar graph) moved substantially in the positive direction. The mean score increased from 1048 to 1144.

Our percentage of students scoring “below basic” declined from 26 to 6. Our percentage “proficient” increased from 39 to 61. Three percent of our seniors were “advanced” and none of our freshmen were.

### Mastery Levels, by Class

	MEAN TOTAL CLA+ SCORE	MEAN MASTERY LEVEL	PERCENT BELOW BASIC	PERCENT BASIC	PERCENT PROFICIENT	PERCENT ADVANCED
FRESHMEN	1048	Basic	26	35	39	0
SOPHOMORES	N/A	N/A	N/A	N/A	N/A	N/A
JUNIORS	N/A	N/A	N/A	N/A	N/A	N/A
SENIORS	1144	Proficient	6	30	61	3



# Value-Added

## Selected-Response Questions: Mean Subscores

	SCIENTIFIC & QUANTITATIVE REASONING			CRITICAL READING & EVALUATION			CRITIQUE AN ARGUMENT		
	Mean Score	25 <sup>th</sup>	75 <sup>th</sup>	Mean Score	25 <sup>th</sup>	75 <sup>th</sup>	Mean Score	25 <sup>th</sup>	75 <sup>th</sup>
		Percentile Score	Percentile Score		Percentile Score	Percentile Score		Percentile Score	
FRESHMEN	505	429	572	513	458	568	501	451	596
SOPHOMORES	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
JUNIORS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SENIORS	571	525	651	545	508	608	546	523	598

NOTE: The selected-response section subscores are reported on a scale ranging approximately from 200 to 800.

## Expected vs. Observed CLA+ Scores



In terms of value-added, ECU compares favorably with 157 CLA+ institutions. Our actual (observed) CLA score was above expected (70<sup>th</sup> percentile). Our selected response value-added ranked us in the 80<sup>th</sup> percentile. Our largest value-added is in scientific & quantitative reasoning.

	VALUE-ADDED SCORE	PERFORMANCE LEVEL	PERCENTILE RANK	CONFIDENCE INTERVAL BOUNDS	
				LOWER	UPPER
<b>Total CLA+ Score</b>	0.39	Near	70	0.24	0.54
Performance Task	0.02	Near	49	-0.23	0.27
Selected-Response Questions	0.87	Near	80	0.53	1.21

- Your School
- - - Observed performance equal to expected performance
- All 4 year CLA+ Colleges and Institutions

## Mastery Level Comparison ASU and ECU

### ASU

	Mean Total CLA	Percent < Basic	Percent Basic	Percent Proficient	Percent Advanced
Freshmen	1185	4	19	71	7
Seniors	1225	1	14	78	8
Difference	+40	-3	-5	+7	+1

### ECU

	Mean Total CLA	Percent < Basic	Percent Basic	Percent Proficient	Percent Advanced
Freshmen	1048	26	35	39	0
Seniors	1144	6	30	61	3
Difference	+96	-20	-5	+22	+3

East Carolina University  
Board of Trustees  
University Affairs Committee  
November 20, 2014

Session	University Affairs Committee
Responsible Person	Virginia Hardy, Vice Chancellor for Student Affairs
Agenda Item	III. A.
Item Description	Marketing Plan for Student Code of Conduct
Comments	
Action Requested	Discussion
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**Office of Student Rights and Responsibilities  
Student Code of Conduct  
Communication Plan**

**Purpose:**

The Office of Student Rights and Responsibilities (OSRR) has made updates to the Student Code of Conduct as well as to the Student Conduct Process. The updates will be made to the existing PRR and become official January 1, 2015<sup>1</sup>

This document is intended to be a comprehensive communication plan to introduce the new elements of the Student Code and Conduct Process to ECU students during the immediate and short-term future. This communication plan will provide communication and marketing recommendations and opportunities to create touch points with students and the ECU community.

While some financial decisions will need to be made, the focus of this plan is to explore as many available options as possible and the distribution channels that can be utilized.

**Expected Timeline:**

- Oct. 24, 2015 - Completion of communication plan with approval from OSRR and VC Hardy
- Nov. 2015 – Communication plan shared with ECU Board of Trustees
- Dec. 2015 – Initial print and some digital communications released to ECU students
- Jan. 2015 – Re-introduce the initial communication pieces and launch much more impactful communication blitz including video production, social media and enhanced print pieces.

**Primary Messaging:**

The focus of the communication plan for OSRR is to alert all students, but particularly first-year students, about the significant changes to the ECU Student Code of Conduct. These key message points include, but are not limited to, changes to the appeal process, two separate processes for major vs. minor violations<sup>2</sup>, students no longer sit on the sexual misconduct review panel, and campus-wide consistency to the definition of “consent” aligning with federal standards. The messaging will be delivered in various distribution channels on and off campus through print, online (website), and digital communications.

**OSRR Proposed Conduct Process**

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<sup>1</sup> Official implementation date will depend upon approval by Chancellor Ballard.

<sup>2</sup> Major violations are suspension/expulsion. Minor violations include anything up to, but not include suspension/expulsion.

Process for Minor Violations

Preliminary Meeting/Gathering of Information  
(A single university hearing officer)



Administrative Hearing  
(A single university hearing officer)

- Student is officially charged
- Student has the right to have an attorney/non-attorney advocate
- Student informed of outcome
- Student may appeal decision



Appeal to Director of OSRR

- Paper based review
- Decision is final

Process for Major Violations (Repeated Behavior may also be classified as major)

Preliminary Meeting/Gathering of Information  
(A single university hearing officer)

- Information gathered and it is determined that if found responsible, a possible outcome is suspension/expulsion.
- Student is referred to Conduct Board unless the student waives their right and meets with Administrative Hearing Officer.



ECU Conduct Appeal Board

- Student is officially charged
- Student will meet before board consisting of three students, one faculty, and one staff members. (Except for Sexual Misconduct – no students participate)
- Student has the right to have an attorney/non-attorney advocate
- Student informed of outcome
- Student may appeal decision



Appeal to Vice Chancellor for Student Affairs  
(VCSA) or Designee

- Decision of the VCSA or designee is final except in cases of Expulsion
- In cases of Expulsion the student may appeal to the BOT/BOG



Appeal to BOT/BOG

- Decision is final



Petition to re-enroll through Campus Safety Review Committee for cases of suspension

The initial messaging will have consistent elements across all communications as well as specific content intended to educate students. For instance, all communication pieces will state, “ECU’s Student Code of Conduct is Changing” or “Know the Code.” Additionally, there will be one consistent hashtag (#KnowTheCode) on all pieces that will carry across distribution channels and marketing pieces.

There will be two primary phases for the communication plan, the remainder of the fall 2014 semester and the entire spring 2015 semester. The first two phases will target the current ECU student population. There will be additional communication opportunities to reach students during summer and transfer orientation sessions. This will help to educate our incoming and first-year students.

### **Phase I (Nov. – Dec. 2014)<sup>3</sup>**

- LCD Screens (140+ screens located across both campuses)
  - A multi-part LCD slide series with the same design, title of “ECU’s Student Code of Conduct is Changing!” and link to the OSRR website, but will have a different specific message from this list:
    - How Appeal Process works
    - Major vs. Minor Violations
    - No students participating in sexual misconduct panel
    - Sexual Misconduct victim rights are expanded
    - Overall student rights
- Pirate 4-1-1 ([www.ecu.edu/cs-studentaffairs/411.cfm](http://www.ecu.edu/cs-studentaffairs/411.cfm))
  - Campus wide email sent to all students registered during the current academic term. This communication is a series of hyperlinked headlines connecting students to the corresponding ECU websites for more information. (See Appendix A for sample of Pirate 4-1-1).
  - “Know The Code – Student Conduct Process is Changing” would go on the December 1<sup>st</sup> and December 15<sup>th</sup> Pirate 4-1-1.
- ECU Websites
  - The LCD Screen series of designs can be converted to website banner images. These images will be shared broadly across campus for inclusion on institutional, divisional and departmental websites. Some of the key websites for these banner images include, but are not limited to:
    - ECU Home Page or ECU Now Blog
    - Division of Student Affairs
    - Dean of Students Office
    - Office of Student Rights and Responsibilities
    - ECU Police
    - Center for Counseling and Student Development

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<sup>3</sup> Since Phase I focuses on upcoming changes to the code, it is not prudent to produce printed materials like posters or flyers. The printed materials have associated print costs and the content would be rendered useless in early 2015. The shelf life is too short to justify the expense.

- Social Media
  - There would be an intentional push on key social media accounts to let students know that the code is changing. Any social media that has the ability to utilize a hashtag will use #KnowTheCode in all posts and tweets. A list of recommended tweets will be shared with key communication partners across campus (See Appendix B).

## **Phase II (Spring 2015 semester)**

While Phase II will technically continue throughout the spring 2015 semester, the primary push for communication will come in the first six weeks of the semester.

Note: All of the pieces in Phase I would continue into Phase II. The LCD screen designs and images, that also carryover to social media and website banners, would be updated to clearly state a new Code of Conduct is in place.


Additionally, the following communication and marketing pieces will be incorporated into the elements from Phase I.

- Posters/Flyers
  - 8.5” x 11” flyers and 11” x 17” posters will be designed and printed for distribution in all on-campus residence halls, dining halls and primary student centric locations, such as the Student Rec Center, Wright Plaza, Joyner Library, Laupus Library and the Mendenhall Student Center. There is a cost for print associated with this distribution option.
- ECU Transit Ads
  - Ads will be placed during the first 2-4 weeks of the spring semester on ECU Transit buses. This distribution channel targets ECU’s off-campus student population that rides the buses to and from campus. There is a print and display cost associated with this distribution option.
- Video Production
  - Student Affairs Marketing and Communications will produce a series of short videos regarding the Code of Conduct and the Appeals process.
    - Video One – Walks through the Code of Conduct process regarding minor violations.
    - Video Two – Walks through the Code of Conduct process regarding major violations
    - Video Three – Explains the Student Conduct Board and its role and responsibilities.
  - The scripting for these videos is being written in October and November of 2014 and will be finalized in December when the code changes are closer to final approval. The release of the videos is expected to occur in mid- to late-January

2015 depending on final approval from VC Hardy and OSRR Director Tamika Wordlow.

- Specialized Meetings/Opportunities
  - Beyond the broad communication elements listed above, there will be opportunities to communicate to target specific student audiences. Examples of these include:
    - Presentation to Campus Living RA staff (in-service meetings)
    - Tabling in front of Wright Place and Mendenhall Student Center with the OSRR staff
    - Presentation/meetings from OSRR staff to Student Leadership such as SGA, Residence Hall Association, Student Activities Board, etc.





# Pirate 411

CLICK HEADLINE BELOW TO READ STORY GET CONNECTED. STAY CONNECTED

- **ECU Halloween Havoc / Halloweek Events (Oct. 25-31)**
  - Rocky Horror Picture Show/Costume Contest - Oct. 25
  - SpookFest Movie: The Purge Anarchy - Oct. 27
  - SpookFest Movie: As Above, So Below - Oct. 28
  - 7:07 Series Ghost Hunter - Oct. 28
  - College Hill Haunted House - Oct. 28 & 29
  - Halloween Lunch at Todd & West End - Oct. 30
  - Climbing and Costume Competition - Oct. 30
  - Frightfully Fit Group Fitness - Oct. 27-31
  - SpookFest Movie: Deliver Us From Evil - Oct. 31
  - Halloween Havoc - Oct. 31
- Open Forum with new Student Center architects - Oct. 27
- **ECU Career Information**
  - Fall Career Fair - Oct. 16
  - Graduate School Fair - Oct. 23
  - Murphy-Hoffman Company Info Session - Oct. 16
  - Southwest Airlines Internship Info Session - Oct. 21
  - HCL America Info Session - Oct. 21
- Ebola: Global Health Crisis - ECU Experts Discussion - Oct. 16
- Go to the Pirate Dry Dock - Alcohol Free Tailgate - Oct. 23
- Campus MovieFest at ECU - Interest Meeting - Oct. 20
- Dining - Fall Premium Dinner - Oct. 16
- Alternative Break Experience Info Session - Oct. 17 & 27
- WZMB/Athletics Host Platinum Street Ballers at Minges - Oct. 18
- Club Sports - #24 ECU Men's Rugby hosts Greensboro - Oct. 18
- Make a Difference Day of Service Project Sign-ups thru Oct. 25
- Miss America 2014 Speaks at ECU - Oct. 22
- **ECU Athletics (home events only)**
  - Soccer vs. Houston - Oct. 16
  - Men's/Women's Swimming and Diving vs. Charleston - Oct. 18
  - Soccer vs. SMU - Oct. 19
  - Women's Tennis Hosts ECU Invitational - Oct. 24-25
  - Volleyball vs. Cincinnati - Oct. 24
  - Volleyball vs. Memphis - Oct. 26

Appendix B – Recommended Social Media Tweets – The LCD images should be used along with all tweets to raise visibility in the feed.

#### Phase 1

- The #ECU Student Code of Conduct is changing Jan. 2015. #KnowTheCode
- Don't get tripped up. The #ECU Student Code of Conduct changes Jan. 2015. #KnowTheCode
- The appeal process in the #ECU Student Code of Conduct is changing Jan. 2015. #KnowTheCode.
- #ECU Student Code of Conduct processes change for major vs. minor violations in Jan. 2015. #KnowTheCode
- Do you know what "Consent" means? #KnowTheCode and learn about the new code of conduct changes in Jan. 2015.
- Did you know students would no longer sit on a sexual misconduct review panel? #KnowTheCode when it changes in Jan. 2015
- Change is difficult. Unless you understand what is changing. #KnowTheCode The #ECU Code of Conduct changes in Jan. 2015

Phase 2 will have a similarly created and shared list of tweets and posts with the same hashtag (#KnowTheCode), but the content will transition to "The Student Code of Conduct has changed."

East Carolina University  
Board of Trustees  
University Affairs Committee  
November 20, 2014

Session	University Affairs Committee
Responsible Person	Virginia Hardy, Vice Chancellor for Student Affairs
Agenda Item	III. B.
Item Description	Housing Update
Comments	
Action Requested	Discussion
Disposition	
Notes	

East Carolina University  
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Responsible Person	Virginia Hardy, Vice Chancellor for Student Affairs
Agenda Item	III. C.
Item Description	Current Climate Profile
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**BEGINNING COLLEGE SURVEY OF STUDENT ENGAGEMENT:  
BOARD OF TRUSTEES BRIEFING REPORT**

**EAST CAROLINA UNIVERSITY  
DIVISION OF STUDENT AFFAIRS**

Greenville, North Carolina  
November 2014

**Jeremy B. Tuchmayer & Kathleen E. Hill**  
Office of Assessment, Research, and Retention  
Division of Student Affairs

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## EXECUTIVE SUMMARY

The Beginning College Survey of Student Engagement (BCSSE; pronounced “bessie”) is a companion project of the National Survey of Student Engagement (NSSE; <http://nsse.iub.edu/>). The BCSSE measures entering college students’ high school academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during the first year of college. The survey also assesses what entering first-year students expect their institutions to provide to them regarding opportunities and emphasis. BCSSE results can aid design of Student Affairs initiatives and other programmatic efforts aimed at improving learning and engagement during the first year. **The Division of Student Affairs is using BCSSE findings to positively impact the first-year experiences of ECU students and maximize student success.**

ECU administers the BCSSE every three years to entering first year students during summer orientation. During the summer of 2014, 3799 students completed paper surveys during their orientation experience. These survey responses were later linked with official ECU student data and restricted to only valid responses from enrolled students as of the 2014 fall semester census date. **Our final analytic sample consisted of 3706 students, which represents an 88% response rate.** Whenever possible, official ECU institutional data was used in lieu of student self-reported data.

### Student Demographic Characteristics

Overall, the 2014 entering class is approximately 60% female and 68% white (16% African American, 7% Hispanic or Latino, 3% Asian and 3% multiracial); 91% attended a public high school, 84% are residents of North Carolina, and fewer than 2% identified as an international or foreign student. East Carolina was the first choice institution for almost 65% of the entering class (second choice for 28%). A sizeable portion of the entering class self-identified as a first generation college student with 55% reporting that no parent or guardian completed a bachelor’s degree, and 33% reporting that no parent or guardian attained any schooling after high school.

### Academic Preparation

On average, the 2014 entering class had little experience with college-level courses before enrolling at ECU: 63% reported never taking a college-level course for credit, while 27% reported never taking an advanced placement course for credit (an additional 39% reported having taken only 1-2 AP courses in high school). While 43% of students reported earning mostly As in high school and another 55% earning mostly Bs, institutional data present a slightly more nuanced account. Using weighted high school GPA information, 9% earned GPAs below 3.0, 29% between 3.0-3.49, 35% between 3.5-3.99, 22% between 4.0-4.49, and 5% with high school GPAs of 4.5 or above. With respect to class rank, 29% of students graduated in the top quintile (80-99<sup>th</sup> percentile) of their high school class, with an additional 34% graduating in the second quintile (60-79<sup>th</sup> percentile). Almost half of the entering class (46%) earned SAT scores of 1000 or below, while slightly more than 5% scored above 1200.

### Intra-Institutional Differences

**Gender.** Women performed better than men in high school, recording higher average GPAs (3.75 vs. 3.54) and higher average class ranks (68<sup>th</sup> percentile vs. 62<sup>nd</sup> percentile), while men achieved higher average SAT scores (1041 vs. 1021).

**Residency.** In-state residents also performed better in high school, earning higher average GPAs (3.72 vs. 3.38) and higher average class ranks (66<sup>th</sup> percentile vs. 62<sup>nd</sup> percentile), while out-of-state students attained higher SAT scores (1048 vs. 1025).

**Race.** While no racial differences were observed with respect to high school GPA, African American students had higher average class ranks than their Hispanic/Latino student peers (68<sup>th</sup> percentile vs. 62<sup>nd</sup> percentile). White students achieved higher SAT scores than both Hispanic/Latino students (1042 vs. 1012) and African American students (1042 vs. 984). Additionally, African American students attained lower average SAT scores than both Hispanic/Latino students (984 vs. 1012) and Asian students (984 vs. 1042).

**First Generation.** First generation students whose parents attained no education after high school performed slightly worse than their non-first generation counterparts in high school, earning lower average GPAs (3.62 vs. 3.70) and lower average class ranks (64<sup>th</sup> percentile vs. 66<sup>th</sup> percentile). In terms of SAT score, both non-bachelor's degree first generation students and no post-secondary education first generation students achieved lower SAT scores than their non-first generation peers (1016 vs. 1046 and 1014 vs. 1037, respectively).

## High School Engagement

During the last year of high school, a large majority of ECU entering students had little experience writing term-length academic papers. Among enrolled first-year students, 76% reported having never written an 11+ page paper, 34% reported having never written a 6-10 page paper, and 5% reported having never written a 1-5 page paper. Students also reported very little time spent on reading for class. During the last year of high school, 70% indicated that they spent less than half of their class preparation time on assigned reading, and 55% reported sometimes coming to class without completing assignments. Roughly one-quarter (28%) of the entering class believed their courses challenged them to do their best work during their last year of high school. Finally, 50% of ECU first year students reported working a part-time job of 20 hours or less a week in their last year of high school while 30% reported spending 16 or more hours a week relaxing and socializing.

## Personal Expectations for College Engagement

In general, students reported having slightly higher expectations of their level of engagement during their first year of college compared to their last year in high school. Almost 92% of entering students expect to graduate from ECU, and 75% reported they would never come to class unprepared. During their last year of high school, 51% of students reported spending less than 5 hours a week preparing for class; however during their first year of college, 49% expect to spend 16 hours or more per week preparing for class. Almost two-thirds (63%) of entering ECU students expect to work a part-time job of 20 hours a week or less while attending school, 33% expect to spend 6-10 hours a week engaged in co-curricular activities, and 27% expect to spend 16 or more hours a week relaxing and socializing.



## BCSSE BRIEFING REPORT

### Background Information

The Beginning College Survey of Student Engagement (BCSSE; pronounced “bessie”) is a companion project of the National Survey of Student Engagement (NSSE; <http://nsse.iub.edu/>). The BCSSE measures entering college students’ high school academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during the first year of college. The survey also assesses what entering first-year students expect their institutions to provide to them regarding opportunities and emphasis. BCSSE administration usually takes place prior to the start of fall classes and is designed to be paired with a NSSE administration at the end of the first college year, providing an in-depth understanding of first-year student engagement on campus.

BCSSE is locally administered in both paper or web-based formats, or a combination thereof by each institution. Institutions may administer BCSSE as part of new student orientation programs in the summer or during the first two weeks of the fall term, depending on academic calendar and assessment needs. East Carolina University opted for paper survey administration during summer orientation sessions in part to ensure a high response rate.

BCSSE data can aid the design of pre-college orientation programs, student service initiatives, and other programmatic efforts aimed at improving student learning during the first year of college. BCSSE results, especially when linked with NSSE data, can be used to shape initiatives that align the first-year experience of students with recognized effective educational practices. **The Division of Student Affairs is using BCSSE findings to positively impact the first-year experiences of ECU students and maximize student success.**

### Survey Administration and Methodology

East Carolina administers the BCSSE every three years (2008, 2011, 2014) to entering first year students during summer orientation. Previous NSSE administration at ECU has been somewhat sporadic (2001, 2004, 2005, 2006, 2008); however, since the first BCSSE administration in 2008, NSSE has been administered every three years (2009, 2012, 2015) as a companion report which is linked to the previous BCSSE administration containing the same first-year student cohort. In the summer of 2014, 3799 students completed paper surveys during their orientation experience. The 3799 completed paper surveys were then matched with ECU institutional records through student Banner identification numbers and 14 erroneous entries were removed from analysis. An additional 79 students completed the BCSSE paper survey during their summer orientation but were not enrolled at ECU as of the 2014 fall semester census date and were therefore removed from analysis. Our final analytic sample consisted of only the 3706 students who completed the BCSSE paper survey and were enrolled at ECU as of census date, representing an 88% response rate. The BCSSE raw data file was then combined with ECU institutional data using STATA 13, a statistical software package commonly used in social science research. For comparative purposes, descriptive statistics such as correlations, t-tests and Cohen’s d, and ANOVA with the Scheffe post-hoc tests were conducted. Whenever possible, official ECU institutional data was used in lieu of student self-reported data.

## Student Demographic Characteristics

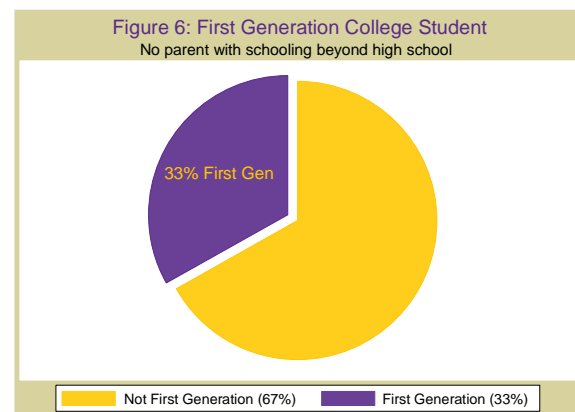
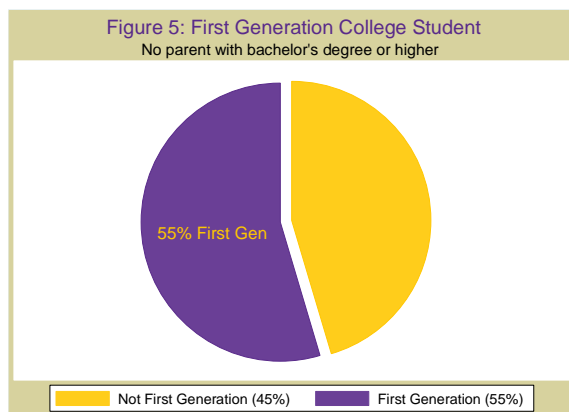
According to official institutional data, the 2014 entering class is approximately 60% female (see *Fig. 1*, p. 11) and 68% white (see *Fig. 2*, p. 11). African American students represented 16% of the first year class, followed by Hispanic or Latino students at 7%. Table 1 contains demographic information for the entire entering class by race and gender.

**Table 1:** Cross-Tabulation of Race/Ethnicity and Gender

	Gender		Frequencies	
	Female	Male	Total	%
African American	362	230	<b>592</b>	<b>16%</b>
American Indian/Alaska Native	16	11	<b>27</b>	<b>1%</b>
Asian	56	59	<b>115</b>	<b>3%</b>
Hispanic/Latino	159	106	<b>265</b>	<b>7%</b>
Native Hawaiian/Pacific Islander	1	1	<b>2</b>	<b>0%</b>
White	1520	1000	<b>2520</b>	<b>68%</b>
Multiracial	71	48	<b>119</b>	<b>3%</b>
Unknown	36	25	<b>61</b>	<b>2%</b>
Nonresident Alien	1	4	<b>5</b>	<b>0%</b>
<b>Total</b>			<b>3706</b>	<b>100%</b>

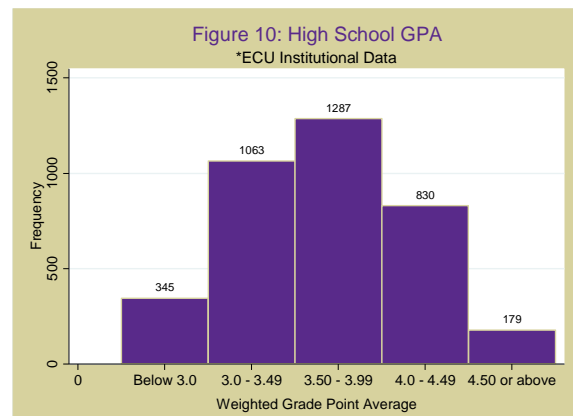
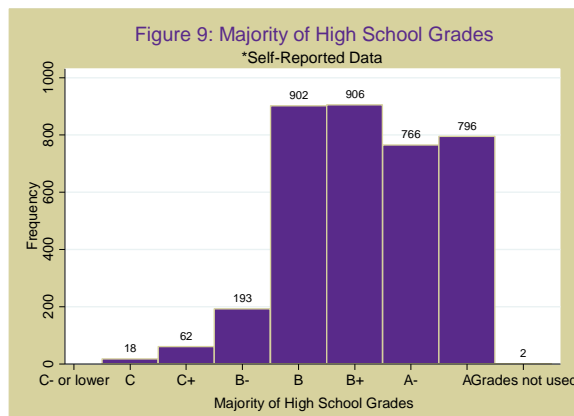
Nearly the entire first year cohort reported having graduated from a public high school (91%). Among the 8% of students who attended private high schools, three-fourths (6%) graduated from religiously-affiliated institutions. The remaining 1% of students reported having been home-schooled or obtained their GED (see *Fig. 3*, p. 11). Largely consistent with the other 16 constituent members of the University of North Carolina, 84% of the first year class are residents of North Carolina, and fewer than 2% identified as an international or foreign student.

East Carolina was the first choice institution for almost 65% of the entering class, followed by another 28% who indicated ECU was their second choice institution (see *Fig. 4*, p. 11). A sizeable portion of the entering class self-identified as a first generation college student with 55% reporting that no parent or guardian completed a bachelor's degree (see *Fig. 5*), and 33% reporting that no parent or guardian attained any schooling after high school (see *Fig. 6*).



## Academic Preparation

On average, the 2014 entering class had little experience with college-level courses before enrolling at ECU: 63% reported never taking a college-level course for credit, while 27% reported never taking an advanced placement course for credit. Nonetheless, a sizeable minority did report some previous experience with college-level coursework. While only 20% reported having taken either 1 or 2 college courses for credit, almost twice as many (39%) reported having taken either 1 of 2 AP classes while in high school (see *Fig 7* and *Fig. 8* on p. 11 for a complete distribution). While 43% of students reported earning mostly As in high school and another 55% earning mostly Bs (*Fig. 9*), institutional data presents a slightly more nuanced account. Using weighted high school GPA information, 9% earned GPAs below 3.0 and 5% earned GPAs of 4.5 or above. The majority of the entering class was roughly evenly distributed between the remaining three classifications (*Fig. 10*).

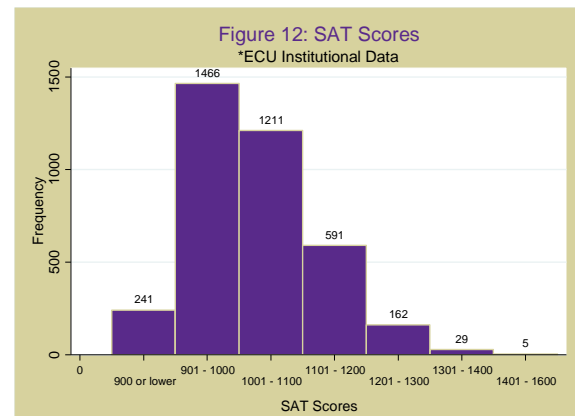
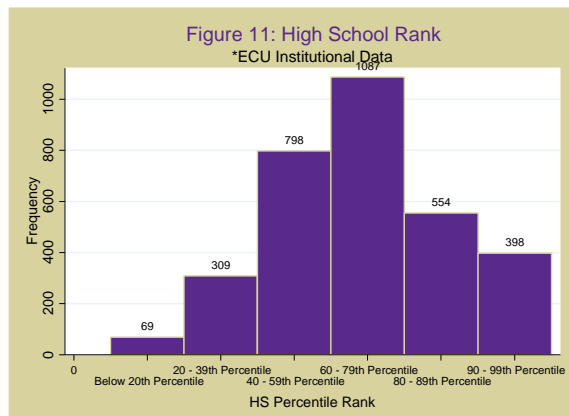


While many admissions offices utilize SAT scores and high school GPAs to predict first-year university grade point averages (the results are mixed), our analysis focused on the relationship between SAT scores and high school GPA. Given that a majority of the literature suggests SAT scores are highly correlated with socio-economic status, it is perhaps not surprising that we found a very weak positive relationship between high school GPA and SAT score. Table 2 illustrates the distribution of SAT scores across weighted high school GPAs.

**Table 2:** Relationship Between SAT score and High School GPA (Weighted)

	< 3.0	3.0 – 3.49	3.5 – 3.99	4.0 – 4.49	≥ 4.50	Total
900 or lower	26	89	86	39	1	<b>241</b>
901 – 1000	153	509	519	259	25	<b>1465</b>
1001 – 1100	112	318	430	298	52	<b>1210</b>
1101 – 1200	48	121	195	166	61	<b>591</b>
1201 – 1300	5	23	50	54	30	<b>162</b>
1301 – 1400	1	3	5	11	9	<b>29</b>
1401 – 1600	0	0	2	2	1	<b>5</b>
<b>Total</b>	<b>345</b>	<b>1063</b>	<b>1287</b>	<b>829</b>	<b>179</b>	<b>3703</b>

Slightly more than 12% of the entering class graduated in the top 10 percent of their high school class with an overall 29% of students having graduated in the top quintile (80-99<sup>th</sup> percentile) of their high school class. An additional 34% graduated in the second quintile (60-79<sup>th</sup> percentile), followed by 25% who graduated in the middle of their high school class (40-59<sup>th</sup> percentile) (*Fig. 11*). Almost half of the entering class (46%) earned SAT scores of 1000 or below, while slightly more than 5% scored above 1200 (*Fig. 12*).



## Intra-Institutional Differences

**Gender.** Women performed better than men in high school, recording higher average GPAs (3.75 vs. 3.54) and higher average class ranks (68<sup>th</sup> percentile vs. 62<sup>nd</sup> percentile), while men achieved higher average SAT scores (1041 vs. 1021).

**Residency.** In-state residents also performed better in high school, earning higher average GPAs (3.72 vs. 3.38) and higher average class ranks (66<sup>th</sup> percentile vs. 62<sup>nd</sup> percentile), while out-of-state students attained higher SAT scores (1048 vs. 1025).

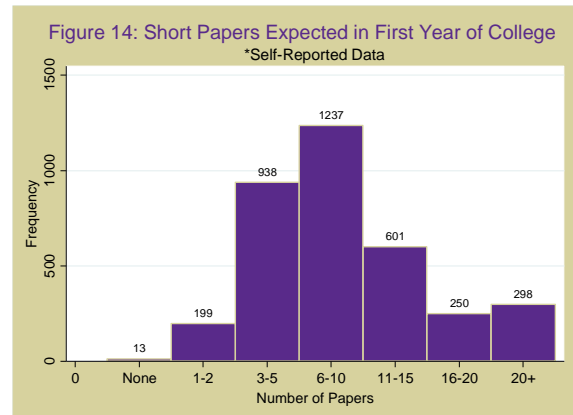
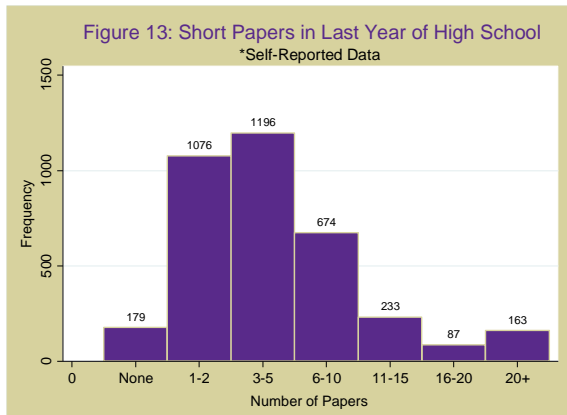
**Race.** While no racial differences were observed with respect to high school GPA, African American students had higher average class ranks than their Hispanic/Latino student peers (68<sup>th</sup> percentile vs. 62<sup>nd</sup> percentile). White students achieved higher SAT scores than both Hispanic/Latino students (1042 vs. 1012) and African American students (1042 vs. 984). Additionally, African American students attained lower average SAT scores than both Hispanic/Latino students (984 vs. 1012) and Asian students (984 vs. 1042).

**First Generation.** First generation students whose parents attained no education after high school performed slightly worse than their non-first generation counterparts in high school, earning lower average GPAs (3.62 vs. 3.70) and lower average class ranks (64<sup>th</sup> percentile vs. 66<sup>th</sup> percentile). In terms of SAT score, both non-bachelor's degree first generation students and no post-secondary education first generation students achieved lower SAT scores than their non-first generation peers (1016 vs. 1046 and 1014 vs. 1037, respectively).

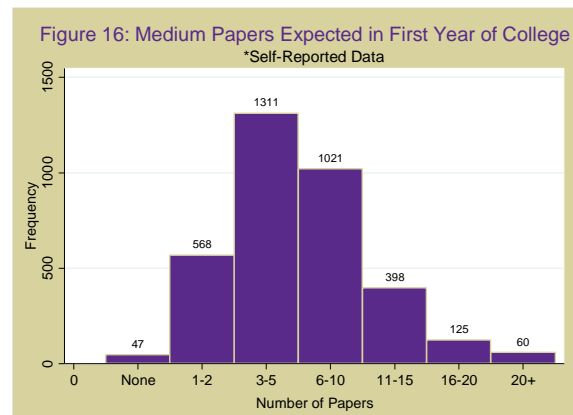
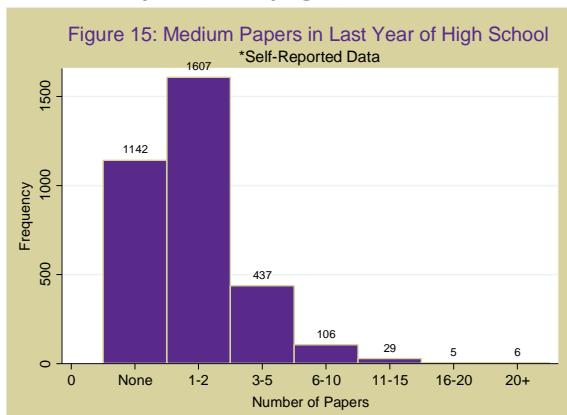
## High School Engagement

During the last year of high school, a large majority of ECU entering students had little experience writing term-length academic papers. Among enrolled first-year students, 76% reported having never written an 11+ page paper, 34% reported having never written a 6-10 page paper, and 5% reported having never written a 1-5 page paper. Figures 13 through 18 compare students' writing experiences during their last year of high school to their expectations during their first year of college.

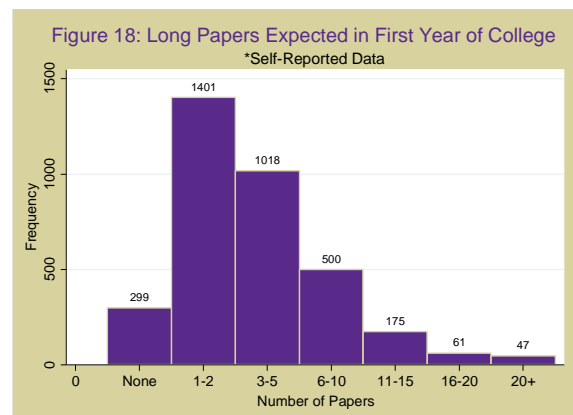
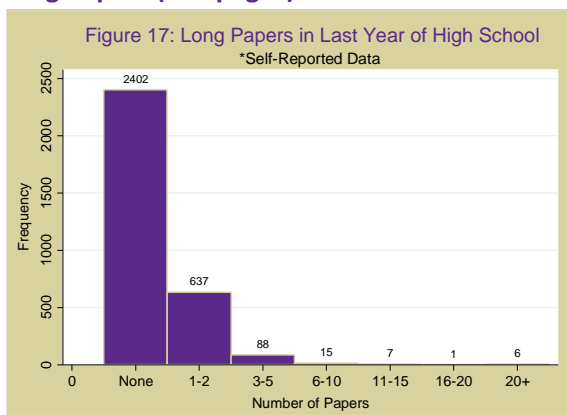
### Short Papers (5 pages or less)



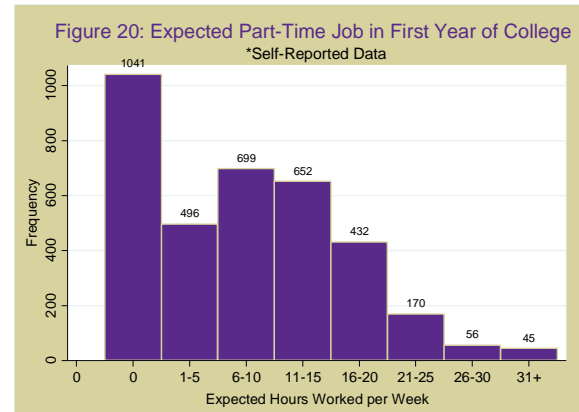
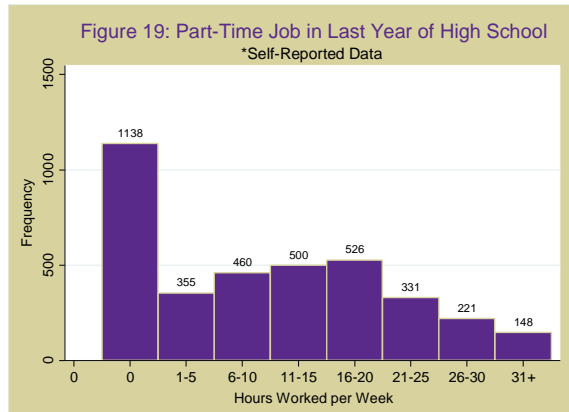
### Medium Papers (6-10 pages)



### Long Papers (11+ pages)

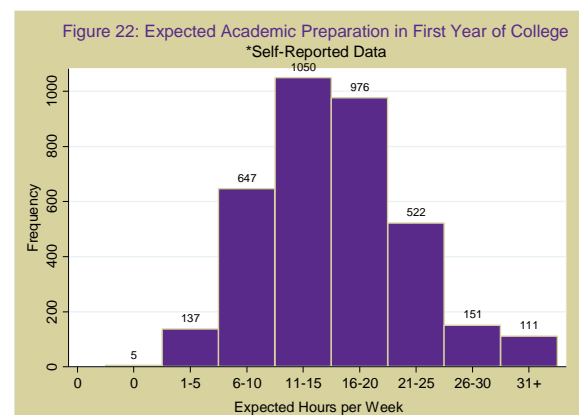
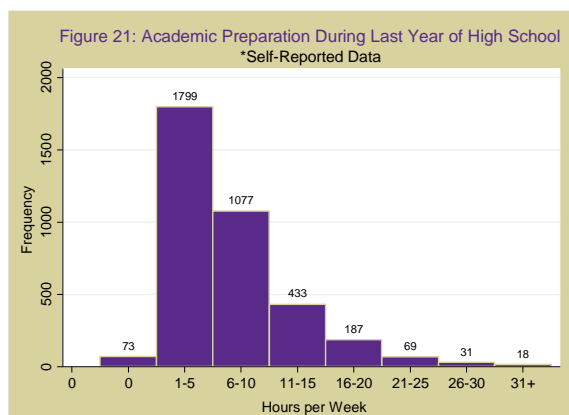


Students also reported very little time spent reading for class. During the last year of high school, 70% indicated that they spent less than half of their class preparation time on assigned reading, and 55% reported sometimes coming to class without completing assignments. Roughly one-quarter (28%) of the entering class believed their senior-year courses challenged them to do their best work. Finally, 50% of ECU first year students reported working a part-time job of 20 hours or less a week in their last year of high school while 30% reported spending 16 or more hours a week relaxing and socializing. Figures 19 and 20 show the comparison between the number of hours a week students worked during their last year in high school compared to the number of hours a week they expect to work during their first year at ECU.



## Personal Expectations for College Engagement

In general, students reported having slightly higher expectations of their level of engagement during their first year of college compared to their last year in high school. Almost 92% of entering students expect to graduate from ECU, and 75% reported they would never come to class unprepared. During their last year of high school, 51% of students reported spending less than 5 hours a week preparing for class; however during their first year of college, 49% expect to spend 16 hours or more per week preparing for class (*Fig 21-22*).



Almost two-thirds (63%) of entering ECU students expect to work a part-time job of 20 hours a week or less while attending school, 33% expect to spend 6-10 hours a week engaged in co-curricular activities, and 27% expect to spend 16 or more hours a week relaxing and socializing.

## Future Plans

The 2014 BCSSE data will be further used as follows:

- The Office of Student Transitions is developing educational outreach materials for students, faculty and staff. These materials will feature key data points and identification of related student success strategies specific to first year students.
- Student Affairs Assessment, Research, and Retention will be publishing briefings and white papers focused on maximizing student success. Topics will focus on: 1) engagement indicators including quality of interactions and supportive environment, and 2) high impact practices related to learning communities and community-based projects.
- Results are being used to inform programs and services associated with the Division's Student Success Continuum.
- Results will inform the Division's strategic planning and outcomes assessment processes.
- BCSSE results will be linked to the National Survey of Student Engagement, which will be administered during spring semester 2015. Findings from both surveys will provide a full picture of the first year experience.
- BCSSE will also be linked to other upcoming surveys such as:
  - National College Health Assessment (October 15-29)
  - National Association of College and University Food Services Dining Survey (November)
  - Multi-Institutional Study of Leadership (spring 2015; one of 100 schools nationally)

## Limitations

While the focus of this report is on the findings and results of the Beginning College Survey of Student Engagement, it is important to understand the ways in which these results are limited, and how these limitations might impact the conclusions we draw from this report. Consequently, this report is limited in the following ways.

**Association not Causation.** While making comparisons between two groups of students is useful in many ways, it is important to remember that association does not mean causation. For example, we know from this report that in-state residents perform better than their out-of-state peers academically in high school, while out-of-state students attain higher SAT scores than their North Carolina peers. While this association is statistically valid, we cannot say for certain what causes in-state students to earn higher high school GPAs but lower SAT scores. In other words, simply moving to North Carolina for high school will not cause students to earn higher GPAs and achieve lower SAT scores than students from other states. Nonetheless, knowing that this association is true helps raise additional questions for future research (e.g. are there key differences in high school curriculums, state policies, or student demographics that might help explain this difference?), while simultaneously providing ECU administrators with key knowledge that may enable them to target specific interventions or programs for certain types of students (e.g. first-generation college students).

**Self-Report Bias.** While large scale surveys are very helpful at quickly identifying areas of concern and interest, this information must sometimes be used with caution. Surveys where students are asked to self-report certain key information is often more problematic than other forms of direct observation or

measurement because this information can rarely be independently verified. Specifically, self-reported data may contain several potential sources of bias which limit study findings. The four most common ways in which self-report bias may affect results are as follows: **Selective memory**, remembering or not remembering experiences or events that occurred at some point in the past; **telescoping**, recalling events that occurred at one time as if they occurred at another time; **attribution**, the act of attributing positive events and outcomes to one's own agency while attributing negative events and outcomes to external forces; and **exaggeration**, the act of representing outcomes or embellishing events as more significant than is actually suggested from other data. For example, these biases may be borne out in questions asking students to recall the number of hours spent on certain activities, the number of term-length papers they wrote, the likelihood they will come to class prepared, or their own academic achievement. With respect to the latter, we were able to compare students' self-reported SAT score to their actual SAT score and found that, in many cases, students reported higher SAT scores than they actually achieved.

**Effect Size.** Tests of statistical significance are important in order to determine whether or not the differences observed between two groups are due to chance alone (and therefore cannot be attributed to either group). Only differences found not likely to occur as a result of chance (less than 5%) are contained in this report. However, in addition to statistical significance, effect size is often referred to as a test of practical, or substantive significance. In other words, the effect size is a quantitative measure of the strength or magnitude of the difference observed. With the notable exception of observed differences in high school GPAs, all other effect sizes were found to be quite low, indicating that while a difference was observed, the magnitude of that difference is quite small. For example, while it is true that first generation college students (no schooling after high school) had lower high school class ranks than non-first generation college students, the mean difference in class rank was only about 2 percentage points (with an effect size of about .09). Therefore, while the above statement is not likely a result of chance, the observed difference is so small that it might lack any practical significance.

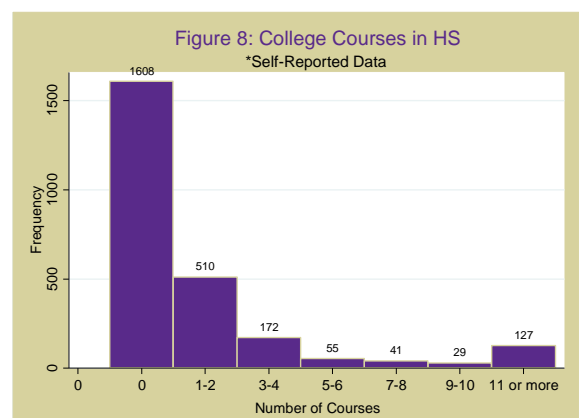
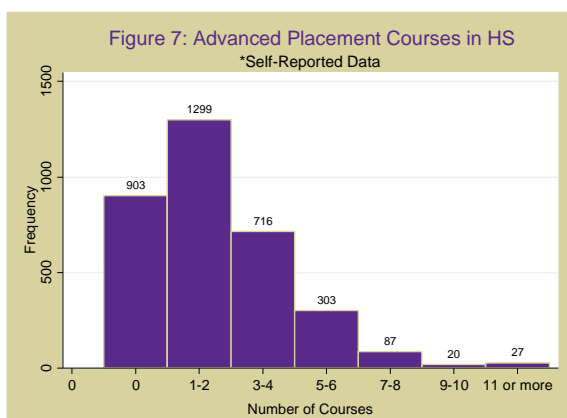
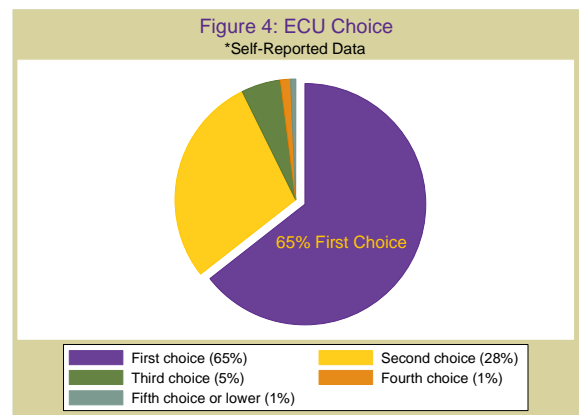
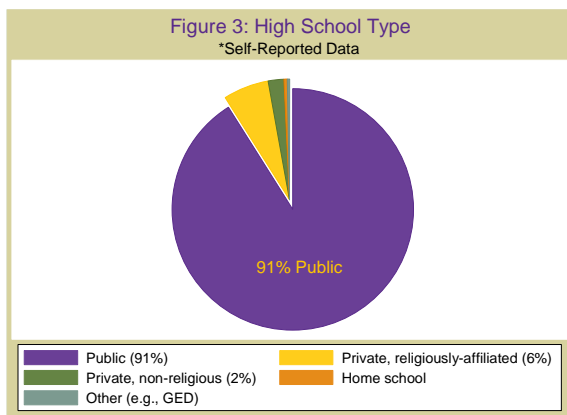
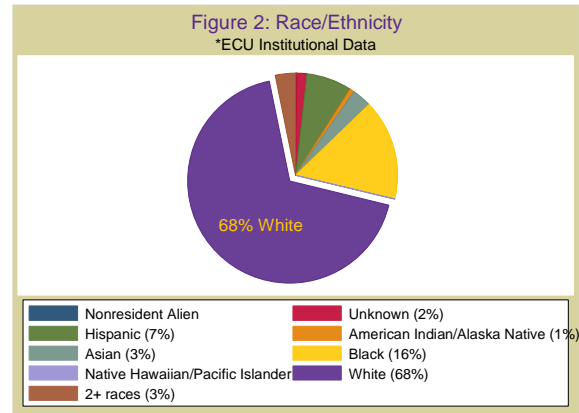
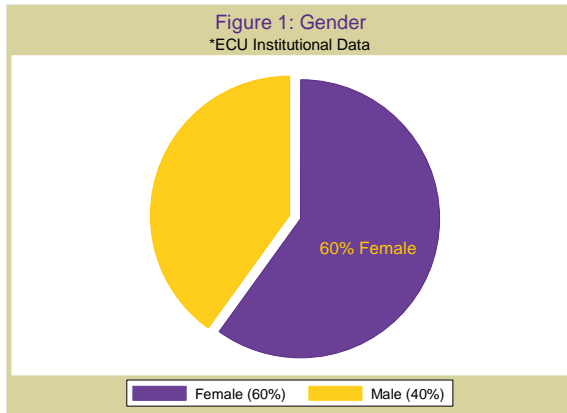
## Summary

Overall, BCSSE results indicate first-year ECU students are moderately prepared academically for the rigors of the college curriculum, yet 70% expect to hold part-time jobs while also maintaining a full academic load. Almost one-half (46%) of all entering students earned scores of 1000 or below on the SAT and fewer than one-third (29%) graduated in the top 20 percent of their high school class. Slightly more than one-quarter (27%) of the entering class indicated never having taken an Advanced Placement course for credit, and of those who did, more than half (53%) reported having taken only one or two AP courses. Three-quarters (76%) of the first year class did not write a term-length paper (more than 10 pages in length), and a third (34%) reported having never written a 6-10 page paper during their final year in high school.

Finally, one-third of all first-time full-time ECU students indicated that they come from a family where no parent or guardian has any form of post-secondary education (i.e. no education beyond high school). Moreover, more than one-half (55%) of all entering students report that they come from a family where no parent or guardian has earned a baccalaureate degree. One-half of all students worked a job of 20 hours or less during their final year in high school while 63% expect to work a similar part-time job during their first year at ECU. Given that a large majority of entering ECU students come from families with little to no post-secondary education, expect to hold a part-time job during their first year in college, and demonstrated only moderate levels of prior academic achievement, ECU faculty, staff and administrators must ensure proper support structures exist so that the 92% of first year students who expect to graduate from ECU are ultimately successful in that endeavor.



## ADDITIONAL FIGURES AND GRAPHS



## Snapshot of Campus Environmental Picture

The summative information in this report attempts to present a picture of the current environment on campus. These facts do have impact and implications for how students perform inside and outside the classroom. Their adjustment of our freshmen class has been more challenging this year.

The Counseling Center is providing more crisis service (more freshmen and seniors); it has increased by 47% from all of last academic year. This could be attributed to the center being short staffed which results in longer time to secure appointments. Some of the major presenting issues are anxiety, depression, adjustment, alcohol and other drug concerns and relationship issues. Trends from last year show that of the over 1,400 students seen, 38% entered ECU already on psychotropic medication; 9.7% had attempted suicide prior to connecting with the counseling center; 21% had experienced an unwanted sexual experience (not necessarily at ECU).

While we are still collecting data for this academic year, there are some apparent trends as of fall 2014. Clinical staff in the counseling center report the following trends as of this semester.

- Emotionally abusive relationships
- Being raised by persons other than biological parents
- Referred by parents (so may not want services themselves)
- High opiate use among students and their peers
- Parents with significant mental health issues
- History of trauma
- Students younger than 18 appear not to be emotionally ready for college (and sometimes are meeting academic challenges as well)
  - 603 students under the age of 18 started school in fall 2013.
  - 488 students under the age of 18 started school in fall 2014.
  - As of 11/01/14, 87 students under the age of 18 live in resident halls.

	<b>% of Total Clients 2013-2014</b>	<b>% of Clients Fall 2014 (as of 11/01/14)</b>
Freshmen	24.4	18.5
Sophomore	20.6	23.4
Junior	23.5	21.4
Senior	20.5	25.8
Grad / Professional	10.8	8.9

We are continuing to see a trend that has been emerging and increasing nationally for the past 10 years. Specifically, this alarming trend is the increase in the use and abuse of opiate drugs in our society. This increase appears to be amongst all age groups, but younger adults appear to be specifically impacted. Included in this unfortunate phenomenon are an increase in dependence to these narcotic analgesics (opiates) and an increase in overdose deaths. The ECU Center for Counseling and Student Development has seen an increase in the number of students seeking assistance due to their abuse of these substances over the past five years.

The Office of Students Rights & Responsibilities has seen an increase in cases this semester compared to same time last year (10/31/13). Between August – October, 2013, OSRR heard 439 cases; they have heard 520 cases during the same time period this semester. Alcohol cases are lower while drug cases (marijuana, cocaine, heroin, prescription drugs) have almost doubled.

**Cases Heard by Charge** (please note that only the initial charge has been included)

Charge	Academic Year 2013/2014	Academic Year 2014/2015
Good Samaritan Regulation	N/A	3
2.1 Alcohol	279	237
2.2 Drugs	35	65*
2.3 Endangerment	16	18
2.4 Harassment	2	14
2.7 Disruptive Conduct	17	19
2.8 Theft	9	9
2.10 Trespassing	2	4
2.11 False Info/Forgery/Fraud	7	8

Freshmen have been the main respondents in cases to date (394) and more males (335) have been charged with a violation of the code compared to females (183).

Within the residence halls, there has been several incidents of inappropriate behaviors (e.g. drugs, bias related graffiti, etc.) and some maladaptive behaviors (e.g. expecting roommate to be caretaker, etc.). From June – October, 2013, there were 113 students in residence halls involved in drug related incidents. For the same time period 2014, there have been 141 students involved in drug related incidents. Unfortunately, there is also an increase in alleged Title IX incidents in the halls. This semester has also seen significant acts of damage or vandalism causing significant expense in the halls; one major incident last academic year to seven so far this semester.

Some of the other current trends and observations within residence halls include:

- students seeking attention
- depression/suicidal ideation
  - past history of self-harm, suicidal tendencies, substance use/abuse, and or have been institutionalized,
  - Many students with the residence halls are on medication, but some have discontinued their medications because they believe that they are doing better. In most of these cases, this is without doctors’ knowledge or approval.
- More frequent utilization of Social Media to “express opinions” that are hurtful, mean, and inappropriate, which later leads to roommate, community conflicts, cliques forming, etc.

The most significant increase has come in the number of Care Team cases, with an increase of 572% in 2013-2014 from the initial implementation of the Care Team in 2011. A factor in this increase has been the result of increased marketing and advertising of the Care Team and the “ECU Cares” reporting phone line. The types of concerning behavior that have been reported as significantly increasing over the past several years include potential harm to self, significant relationship concerns, psychological concerns in general, poor conduct, adjustment issues, and significant academic distress,

<b>Academic Year</b>	<b># Care Team Cases</b>	<b># Cases Resolved</b>	<b># Cases Ongoing</b>
'11-'12	43	43	0
'12-'13	167	167	0
'13-'14	246	246	0
Aug. – Oct. '14	118	96	22

<b>Care Team Case Types</b>	<b>'11-'12</b>	<b>'12-'13</b>	<b>'13-'14</b>	<b>Aug – Oct '14</b>
Academic	7	8	71	17
Conduct	6	8	41	18
Missing Student	0	2	6	2
Medical	0	2	32	7
Adjustment to College	3	1	15	6
Adjustment to Life Event	7	3	22	6
Psychological Other	26	17	37	14
Self-Harm	4	3	16	15

Students at ECU are presenting more personal, social, emotional and physical barriers to academic success than ever before. Because of that, support services, resources, and programs are invaluable to the academic mission of the institution and to student success.

East Carolina University  
Board of Trustees  
University Affairs Committee  
November 20, 2014

Session	University Affairs Committee
Responsible Person	Mike Van Scott, Interim Chief Research Officer
Agenda Item	IV. A.
Item Description	Centers and Institutes
Comments	
Action Requested	Discussion
Disposition	
Notes	

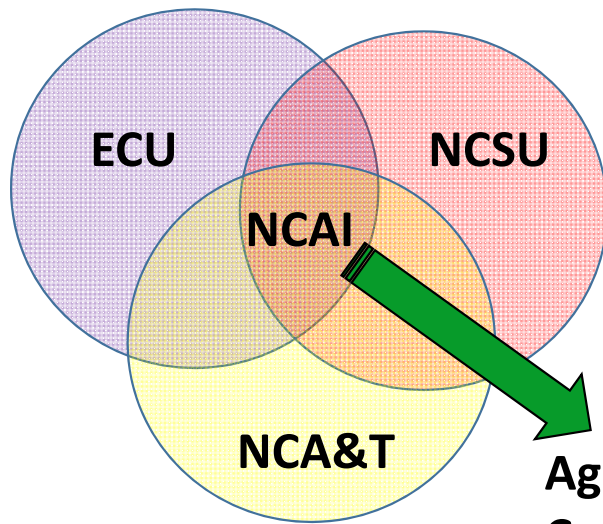


# Centers and Institutes

BOG Review 2014

Michael R. Van Scott, PhD.

Interim Chief Research Officer and  
Associate Vice Chancellor for Research



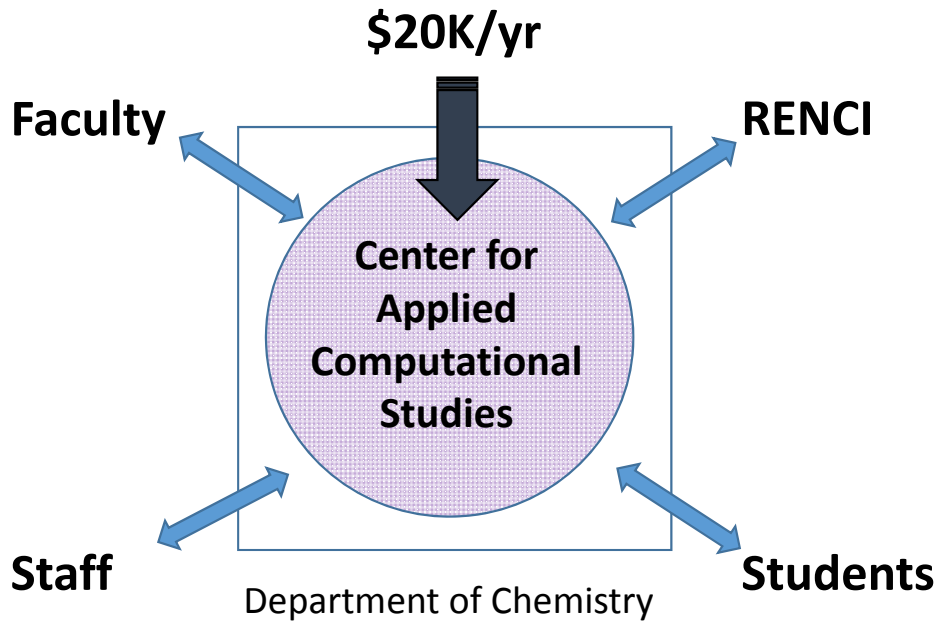
**AgriSafe Network**  
**Certified Safe Farm**  
**AgrAbility**  
**FOROP**  
**AgriTourism**

## Role of Centers and Institutes at ECU

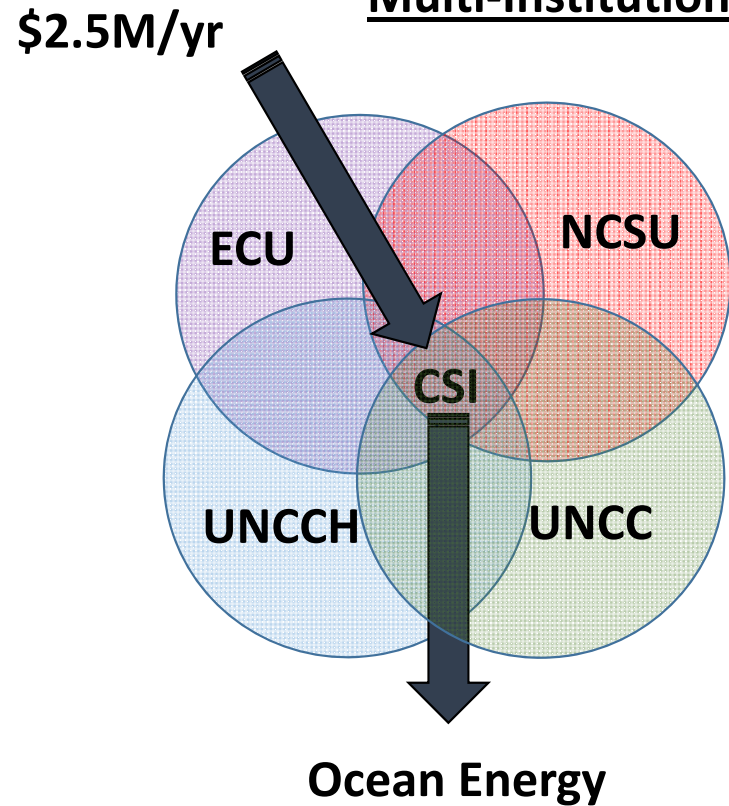
- Orchestrate multi-disciplinary efforts in teaching, research, service, and creative activities
- Increase effectiveness
- Increase competitiveness
- Increase efficiency

# Diverse in Size, Scope, & Funding

## Department



## Multi-Institutional







## Centers: Instruction

UNC Centers/Institutes	Year Established	13-14 GF Appropriation	13-14 Other Receipts
Center for Innovation in Technology and Engineering (CITE)	2005	\$ -	\$ \$134,000



## Centers: Service

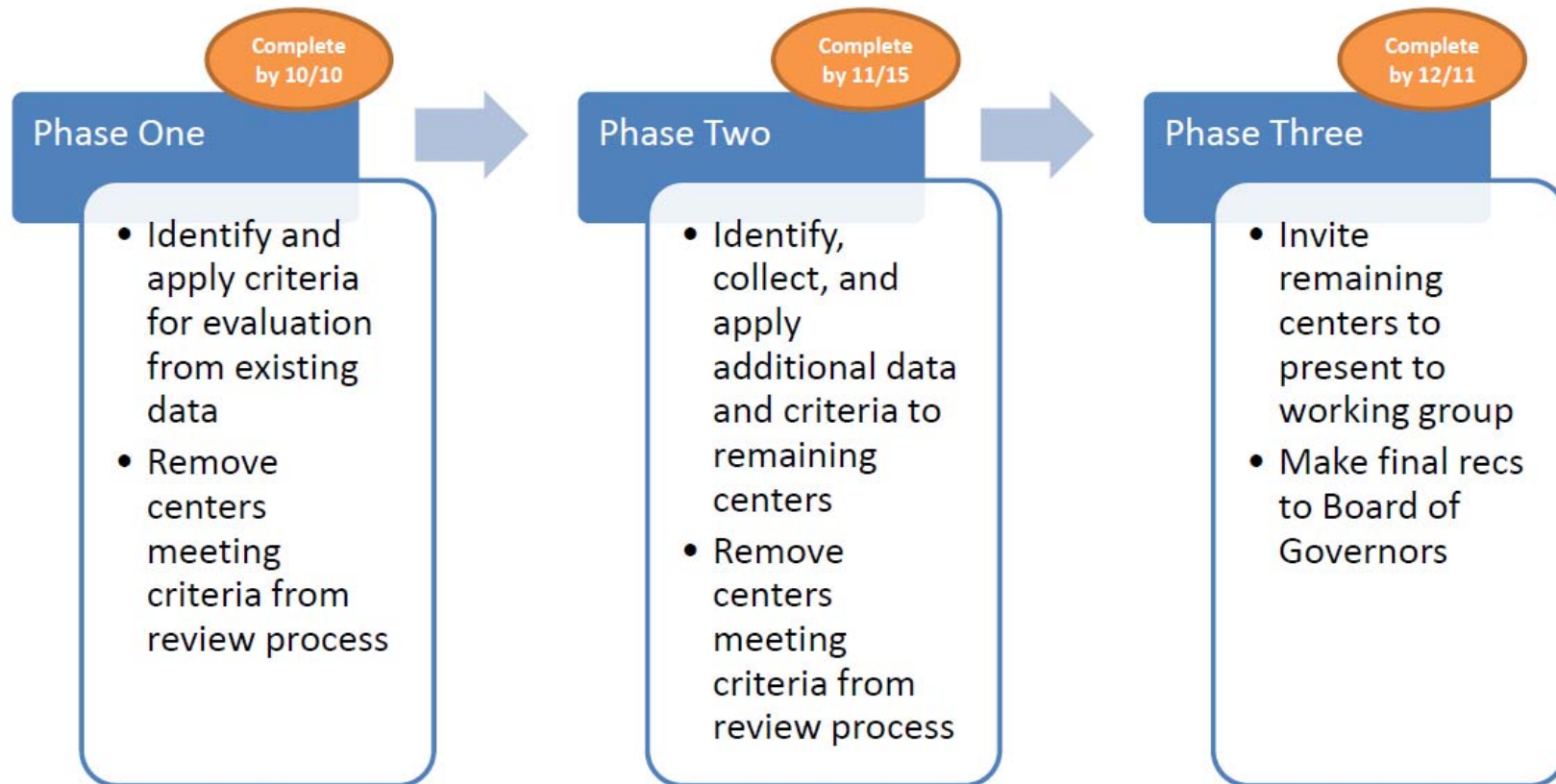
UNC Centers/Institutes	Center FTE	Year Established	13-14 GF Appropriation	13-14 Other Receipts)
Center for Diversity and Inequality Research	1.00	2008	\$ 3,409	
Center for Health Systems Research and Development	4.00	1979	\$ 435,578	
Institute for Outdoor Theatre	1.75	1963	\$ 164,880	\$ 48,387
Pediatric Healthy Weight and Treatment Center	3.00	2003	\$ 15,380	\$ 118,420
Rural Education Institute	0	1991	\$ 31,046	
Small Business Institute	0.25	1974	\$ 28,000	
East Carolina Center for Nursing Leadership	0.15	2006	\$ -	\$ 11,600
Center for Applied Psychophysiology	0	2014	\$ 10,000	\$ 36,980
Center for Telepsychiatry and e-Behavioral Health	0.75	2012	\$ -	\$ 2,184,000



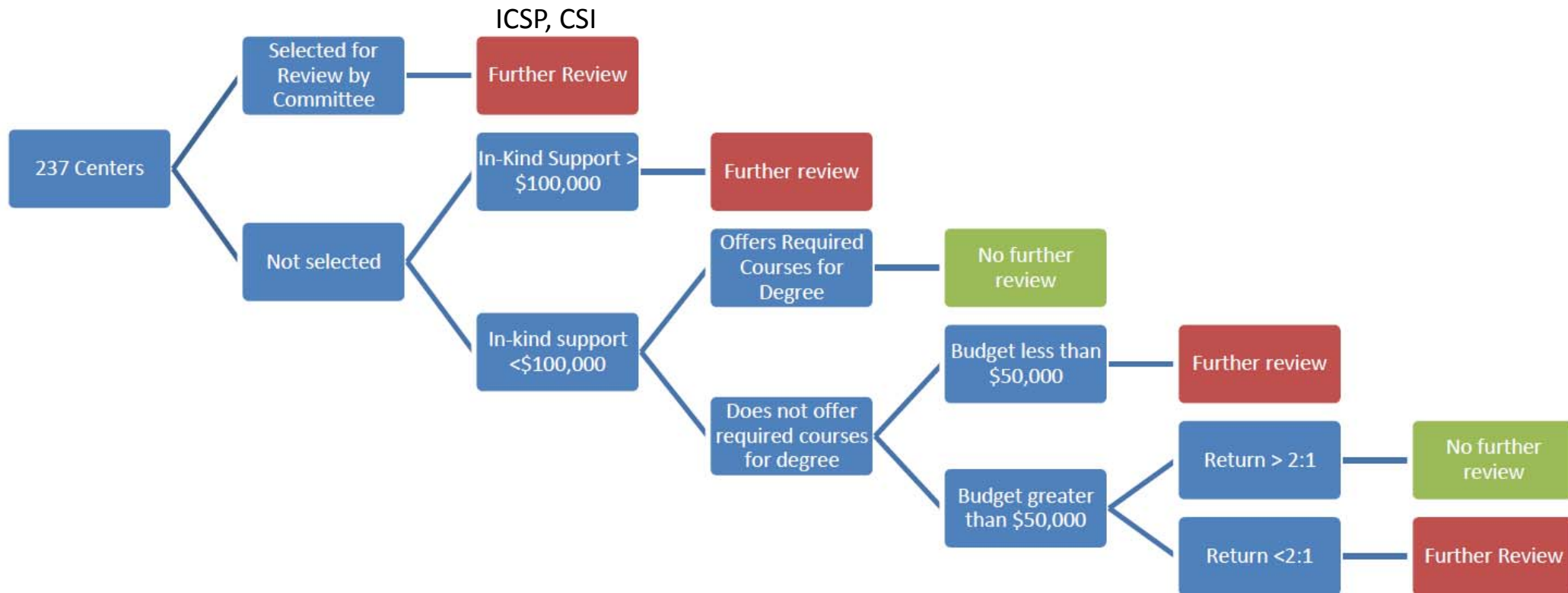
## Centers: Research

UNC Centers/Institutes	Center FTE	Year Established	13-14 GF Appropriation	13-14 Other Receipts
Center for Applied Computational Studies	0	2003	\$ 58,406	\$ -
Center for Health Disparities	6.00	2007	\$ 685,329	\$ 274,736
Center for Natural Hazards Mitigation Research	0.49	2004	\$ 6,715	
Eastern Carolina Heart Institute	14.24	2008	\$ 486,052	\$ 811,838
Institute for Coastal Science and Policy (ICSP)	7.24	2007	\$ 1,731,162	\$ 1,101,127
East Carolina Diabetes and Obesity Institute	6.00	1990	\$ 240,709	
NC Center for Biodiversity	0.2	2009	\$ 25,000	\$ 5,000
Center for Sustainable, Tourism, Natural Resources, and the Built Environment	3	2007	\$ 445,747	\$ 118,591

# BOG Process for Review



# BOG Review Process





# BOG Phase One Summary

	No Review Needed			Phase Two Review					Grand Total
	No Review Needed		No Review Needed Total	Committee Selection	In-Kind > \$100,000	Budget < \$50,000	Return Ratio < 2:1	Phase Two Review Total	
	Offers Required Courses	Does not Offer Required Courses							
ECU	5	2	7		2	6	4	12	19
NCSU	26	12	38	3	3	1	3	10	48
UNCA		2	2			1		1	3
UNC CH	16	38	54	1	13	6	6	26	80
UNCC		4	4		1	5	1	7	11
UNCGA		1	1				2	2	3

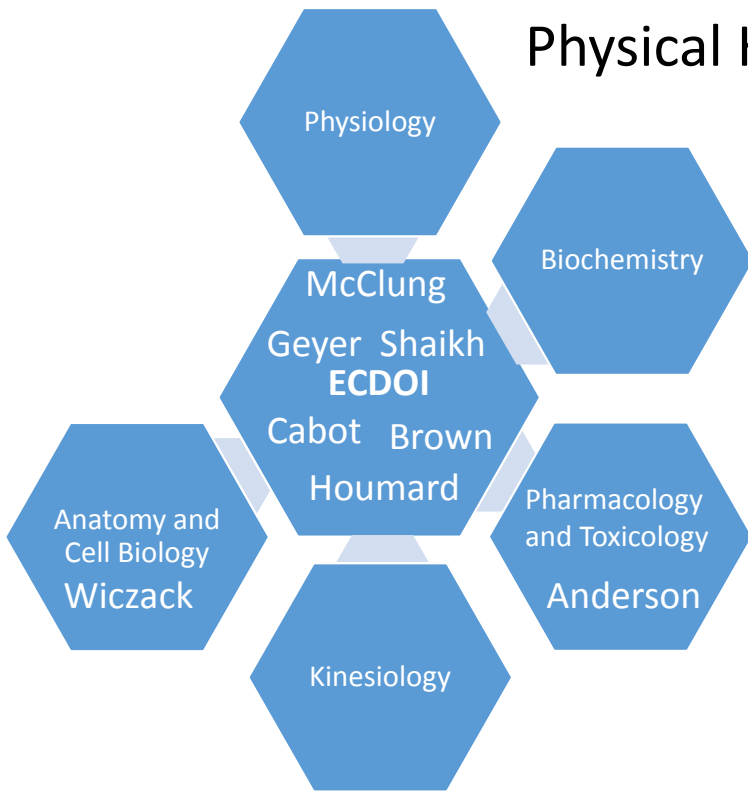


## ECU Phase II Reviews

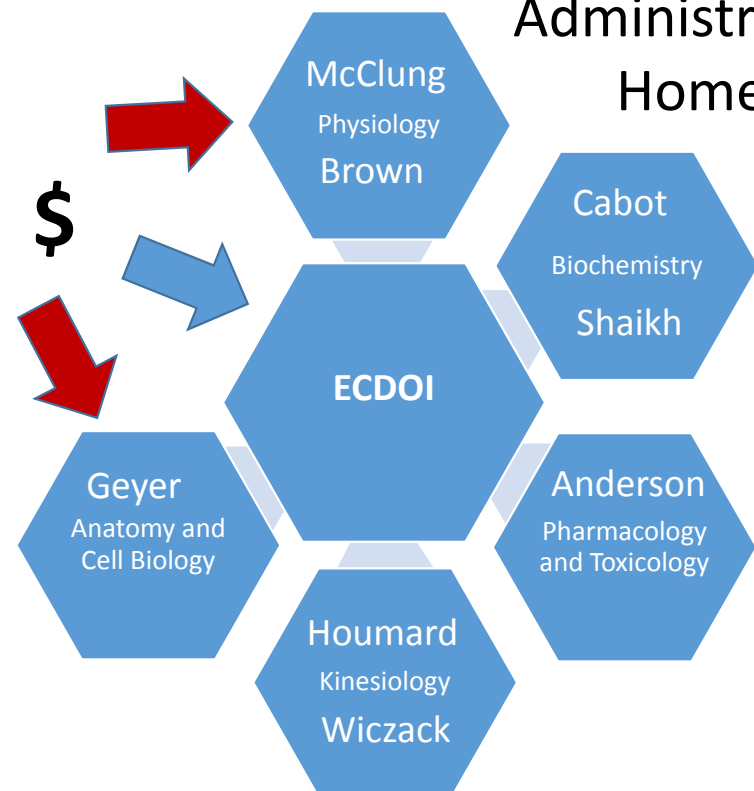
Phase Two Review	2013-14 GF Appropriation	2013-14 In- Kind Support	2013-14 Other Receipts
<b>In-Kind</b>			
Review Needed - In-Kind and Ratio	726,761	3,350,353	930,250
East Carolina Diabetes and Obesity Institute	240,709	1,741,685	118,412
Eastern Carolina Heart Institute	486,052	1,608,668	811,838
<b>Small Budget</b>			
Review Needed - Small Budget Only	-	-	11,600
East Carolina Center for Nursing Leadership	-	-	11,600
Review Needed - Small Budget and Ratio	41,170	72,500	-
Center for Applied Computational Studies	-	20,000	-
Center for Diversity and Inequality Research	3,409	28,000	-
Center for Natural Hazards Mitigation Research	6,715	19,500	-
NC Center for Biodiversity	-	5,000	-
Rural Education Institute	31,046	-	-
<b>Return Ratio</b>			
Review Needed - Return Ratio Only	1,620,208	35,261	620,587
Center for Health Disparities	685,329	16,607	274,736
Center for Health Systems Research and Development	435,578	6,276	-
Institute for Outdoor Theatre	164,880	12,378	48,387
NC Agromedicine Institute	334,421	-	297,464

# Admin. Home Accounting Anomaly

Physical Homes

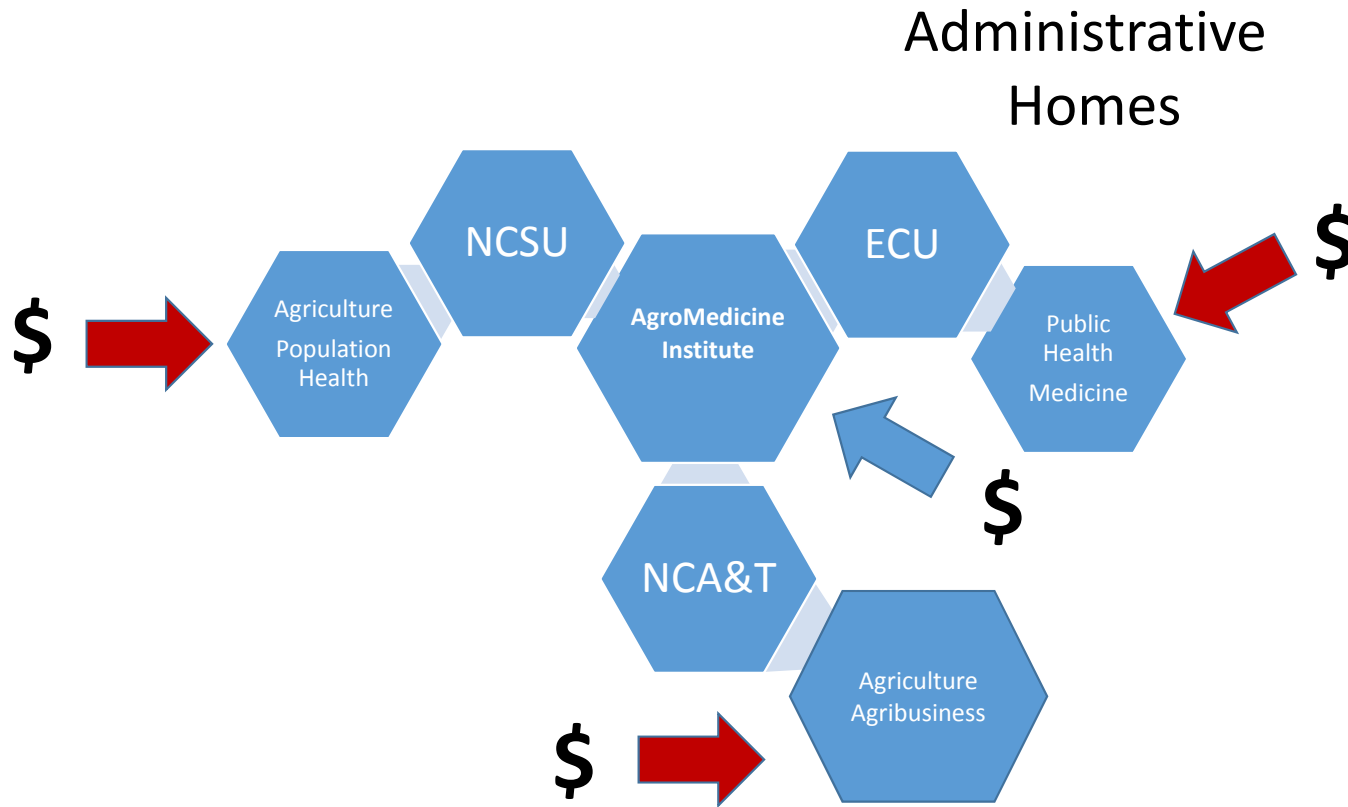


Administrative Homes





# Multi-institutional Accounting Anomaly





# Inclusion of Affiliated Funding

Phase Two Review	2013-14 GF Appropriation	2013-14 In- Kind Support	2013-14 Other Receipts	2013-14 Affiliated Funding	Ratio
<b>In-Kind</b>					
Review Needed - In-Kind and Ratio	726,761	3,350,353	930,250		
East Carolina Diabetes and Obesity Institute	240,709	1,741,685	118,412	<b>\$4,407,976*</b>	<b>2.2</b>
Eastern Carolina Heart Institute	486,052	1,608,668	811,838		
<b>Small Budget</b>					
Review Needed - Small Budget Only	-	-	11,600		
East Carolina Center for Nursing Leadership	-	-	11,600		
Review Needed - Small Budget and Ratio	41,170	72,500	-		
Center for Applied Computational Studies	-	20,000	-	<b>\$ 65,000*</b>	<b>3.3</b>
Center for Diversity and Inequality Research	3,409	28,000	-		
Center for Natural Hazards Mitigation Research	6,715	19,500	-		
NC Center for Biodiversity	-	5,000	-	<b>\$ 727,515</b>	<b>145</b>
Rural Education Institute	31,046	-	-		
<b>Return Ratio</b>					
Review Needed - Return Ratio Only	1,620,208	35,261	620,587		
Center for Health Disparities	685,329	16,607	274,736	<b>\$2,439,890*</b>	<b>3.9</b>
Center for Health Systems Research and Development	435,578	6,276	-		
Institute for Outdoor Theatre	164,880	12,378	48,387	<b>\$ 68,142</b>	<b>0.7</b>
NC Agromedicine Institute	334,421	-	297,464	<b>\$1,074,660 *</b>	<b>4.1</b>

\*multi-year grants



## Summary

- No further review - 5 of 19
- Further Review – 12 of 19
- Response
  - Clarify administrative structure
  - Recalculate return ratios factoring in affiliated funding
  - Emphasize benefits not evident in cash flow analyses
    - e.g., consolidating high performance computing equipment in a central facility
    - e.g., service to the region/communities

**Summary of Phase One Center and Institute Review**

	No Review Needed			Phase Two Review					Grand Total
	No Review Needed		No Review Needed Total	Committee Selection	In-Kind > \$100,000	Budget < \$50,000	Return Ratio < 2:1	Phase Two Review Total	
	Offers Required Courses	Does not Offer Required Courses							
ASU	2	3	5				4	4	9
ECU	5	2	7		2	6	4	12	19
ECSU						2		2	2
FSU							1	1	1
NC A&T		12	12			5		5	17
NCCU	1	3	4			1	1	2	6
NCSU	26	12	38	3	3	1	3	10	48
UNCA		2	2			1		1	3
UNC CH	16	38	54	1	13	6	6	26	80
UNCC		4	4		1	5	1	7	11
UNCG	1	9	10	1		6	1	8	18
UNCP	1	1	2				1	1	3
UNCW		1	1	1			2	3	4
UNCSA		2	2		1			1	3
WCU	2	2	4			1	2	3	7
WSSU	3		3			2	1	3	6
UNCGA		1	1				2	2	3
<b>Grand Total</b>	<b>57</b>	<b>92</b>	<b>149</b>	<b>6</b>	<b>20</b>	<b>36</b>	<b>29</b>	<b>91</b>	<b>240</b>

Centers and Institutes Moving to Phase Two Review by Campus and Category

<b>Phase Two Review</b>	<b>2013-14 GF Appropriation</b>	<b>2013-14 In- Kind Support</b>	<b>2013-14 Other Receipts</b>
<b>ASU</b>	<b>806,497</b>	<b>147,240</b>	<b>625,526</b>
<b>Return Ratio</b>			
Review Needed - Return Ratio Only	806,497	147,240	625,526
Appalachian State University Institute for Health and Human Services	444,584	40,515	317,692
Brantley Risk and Insurance Center	36,587	61,840	191,500
Center for Economic Research and Policy Analysis (CERPA)	37,854	41,832	19,800
Research Institute for Environment, Energy, and Economics	287,472	3,053	96,534
<b>ECU</b>	<b>2,388,139</b>	<b>3,458,114</b>	<b>1,562,437</b>
<b>In-Kind</b>			
Review Needed - In-Kind and Ratio	726,761	3,350,353	930,250
East Carolina Diabetes and Obesity Institute	240,709	1,741,685	118,412
Eastern Carolina Heart Institute	486,052	1,608,668	811,838
<b>Small Budget</b>			
Review Needed - Small Budget Only	-	-	11,600
East Carolina Center for Nursing Leadership	-	-	11,600
Review Needed - Small Budget and Ratio	41,170	72,500	-
Center for Applied Computational Studies	-	20,000	-
Center for Diversity and Inequality Research	3,409	28,000	-
Center for Natural Hazards Mitigation Research	6,715	19,500	-
NC Center for Biodiversity	-	5,000	-
Rural Education Institute	31,046	-	-
<b>Return Ratio</b>			
Review Needed - Return Ratio Only	1,620,208	35,261	620,587
Center for Health Disparities	685,329	16,607	274,736
Center for Health Systems Research and Development	435,578	6,276	-
Institute for Outdoor Theatre	164,880	12,378	48,387
NC Agromedicine Institute	334,421	-	297,464
<b>ECSU</b>	<b>-</b>	<b>-</b>	<b>2,609</b>
<b>Small Budget</b>			
Review Needed - Small Budget Only	-	-	2,609
Center for Remote Sensing Education and Research (CERSER)	-	-	2,609
Drug Information Center	-	-	-
<b>FSU</b>	<b>188,219</b>	<b>-</b>	<b>330,000</b>
<b>Return Ratio</b>			
Review Needed - Return Ratio Only	188,219	-	330,000
Center for Defense & Homeland Security	188,219	-	330,000
<b>NC A&amp;T</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Small Budget</b>			
Review Needed - Small Budget Only	-	-	-
Center for Advanced Materials and Smart Structures	-	-	-
Center for Cooperative Systems	-	-	-
Center for Human Machine Studies	-	-	-
Interdisciplinary Center for Entrepreneurship and E-Business	-	-	-
Waste Management Institute	-	-	-
<b>NCCU</b>	<b>169,829</b>	<b>4,500</b>	<b>299,280</b>
<b>Small Budget</b>			
Review Needed - Small Budget and Ratio	-	4,500	-
Institute for Civic Engagement and Social Change	-	4,500	-
<b>Return Ratio</b>			
Review Needed - Return Ratio Only	169,829	-	299,280
Juvenile Justice Institute	169,829	-	299,280

## Centers and Institutes Moving to Phase Two Review by Campus and Category

<b>Phase Two Review</b>	<b>2013-14 GF Appropriation</b>	<b>2013-14 In- Kind Support</b>	<b>2013-14 Other Receipts</b>
<b>NCSU</b>	<b>4,241,697</b>	<b>935,381</b>	<b>17,329,316</b>
<b>Committee Selection</b>			
Review Needed - Committee Selection	1,851,210	89,954	3,207,665
Center for Applied Aquatic Ecology	488,893	-	362,830
Center for Marine Sciences and Technology	270,192	89,954	120,014
North Carolina Sea Grant College Program	1,092,125	-	2,724,821
<b>In-Kind</b>			
Review Needed - In-Kind Only	750,145	807,972	12,924,973
Advanced Self Powered Systems of Sensors and Technologies Center	-	285,000	3,773,410
Future Renewable Electric Energy Delivery and Management Systems Center	-	385,296	5,508,468
Institute for Emerging Issues	750,145	137,676	3,643,095
<b>Small Budget</b>			
Review Needed - Small Budget and Ratio	-	37,455	37,800
North Carolina Japan Center	-	37,455	37,800
<b>Return Ratio</b>			
Review Needed - Return Ratio Only	1,640,342	-	1,158,878
Center for Turfgrass Environmental Research and Education	589,026	-	82,296
The Ergonomics Center of North Carolina	474,449	-	504,469
Water Resources Research Institute of the UNC	576,867	-	572,113
<b>UNCA</b>	<b>-</b>	<b>-</b>	<b>13,403</b>
<b>Small Budget</b>			
Review Needed - Small Budget Only	-	-	13,403
Pisgah Astronomical Research and Education Center (PARSEC)	-	-	13,403
<b>UNC CH</b>	<b>25,204,818</b>	<b>7,080,590</b>	<b>149,831,197</b>
<b>Committee Selection</b>			
Review Needed - Committee Selection	-	-	462,746
UNC Center for Civil Rights	-	-	462,746
<b>In-Kind</b>			
Review Needed - In-Kind Only	5,761,682	5,080,640	126,901,318
Biomedical Research Imaging Center	20,607	236,186	1,496,883
Frank Porter Graham Child Development Center	1,170,563	197,422	23,950,622
James B. Hunt, Jr. Institute for Educational Leadership and Policy	778,378	237,409	2,298,765
Morehead Planetarium and Science Center	714,270	307,370	3,333,675
North Carolina Translational and Clinical Sciences Institute	-	2,767,397	13,688,601
UNC Lineberger Comprehensive Cancer Center	1,626,425	735,492	72,406,703
William and Ida Friday Center for Continuing Education	1,451,439	599,364	9,726,069
Review Needed - In-Kind and Ratio	12,366,770	1,818,688	14,620,605
Ackland Art Museum	675,393	268,797	1,616,769
Institute of Marine Sciences	1,617,958	471,079	4,072,429
North Carolina Botanical Garden	696,532	192,202	1,690,141
Odum Institute for Research in Social Science	929,794	110,900	1,281,497
Sonja Haynes Stone Center for Black Culture and History	254,912	113,236	281,758
UNC Nutrition Research Institute	8,192,181	662,474	5,678,011
<b>Small Budget</b>			
Review Needed - Small Budget Only	-	-	7,500
Center for Law and Government	-	-	2,500
Center for Media, Law and Policy	-	-	5,000
Center for Oral and Systemic Diseases	-	-	-
Review Needed - Small Budget and Ratio	-	69,453	28,394
Center for Nanotechnology in Drug Delivery	-	34,723	-
Center on Poverty, Work and Opportunity	-	20,550	28,394
Global Research Institute	-	14,180	-

## Centers and Institutes Moving to Phase Two Review by Campus and Category

	2013-14 GF Appropriation	2013-14 In- Kind Support	2013-14 Other Receipts
<b>Phase Two Review</b>			
<b>Return Ratio</b>			
Review Needed - Return Ratio Only	7,076,366	111,810	7,810,634
Carolina Center for Public Service	341,052	15,084	231,300
Carolina Women's Center	126,902	8,827	13,121
Center for Faculty Excellence	552,649	34,723	69,532
Center for Sustainable Enterprise	120,294	-	77,945
Institute for Renaissance Computing	5,735,289	53,175	7,170,859
University of North Carolina Institute on Aging	200,180	-	247,876
<b>UNCC</b>	<b>123,048</b>	<b>136,425</b>	<b>836,314</b>
<b>In-Kind</b>			
Review Needed - In-Kind Only	-	129,825	634,414
UNC Charlotte Urban Institute	-	129,825	634,414
<b>Small Budget</b>			
Review Needed - Small Budget Only	-	6,600	45,900
Bioinformatics Research Center	-	-	-
Center for Biomedical Engineering Systems	-	-	-
Center for Professional and Applied Ethics	-	6,600	34,700
Infrastructure, Design, Environment and Sustainability Center (IDEAS)	-	-	11,200
North Carolina Motorsports and Automotive Research Center	-	-	-
<b>Return Ratio</b>			
Review Needed - Return Ratio Only	123,048	-	156,000
Center for Optoelectronics and Optical Communications	123,048	-	156,000
<b>UNCG</b>	<b>968,370</b>	<b>-</b>	<b>2,266,184</b>
<b>Committee Selection</b>			
Review Needed - Committee Selection	-	-	1,460,687
Center for New North Carolinians	-	-	1,460,687
<b>Small Budget</b>			
Review Needed - Small Budget Only	-	-	115,800
Center for Business and Economic Research	-	-	25,000
Center for Creative Writing in the Arts	-	-	-
Center for Educational Research and Evaluation	-	-	6,600
Center for Social, Community and Health Research and Evaluation	-	-	49,433
Center for Women's Health & Wellness	-	-	26,100
Institute for Community and Economic Engagement	-	-	8,667
<b>Return Ratio</b>			
Review Needed - Return Ratio Only	968,370	-	689,697
Center for Translational Biomedical Research	968,370	-	689,697
<b>UNCP</b>	<b>226,197</b>	<b>31,000</b>	<b>-</b>
<b>Return Ratio</b>			
Review Needed - Return Ratio Only	226,197	31,000	-
Native American Resource Center	226,197	31,000	-
<b>UNCW</b>	<b>4,460,407</b>	<b>7,000</b>	<b>1,327,724</b>
<b>Committee Selection</b>			
Review Needed - Committee Selection	4,094,823	7,000	1,069,713
Center for Marine Science	4,094,823	7,000	1,069,713
<b>Return Ratio</b>			
Review Needed - Return Ratio Only	365,584	-	258,011
Center for Innovation & Entrepreneurship	250,000	-	181,724
Swain Center for Business and Economic Services	115,584	-	76,287
<b>UNCSA</b>	<b>371,050</b>	<b>154,487</b>	<b>43,512</b>
<b>In-Kind</b>			
Review Needed - In-Kind and Ratio	371,050	154,487	43,512
Center for Design Innovation (UNCSA & WSSU)	371,050	154,487	43,512

Centers and Institutes Moving to Phase Two Review by Campus and Category

<b>Phase Two Review</b>	<b>2013-14 GF Appropriation</b>	<b>2013-14 In- Kind Support</b>	<b>2013-14 Other Receipts</b>
<b>WCU</b>	<b>468,765</b>	<b>2,488</b>	<b>143,066</b>
<b>Small Budget</b>			
Review Needed - Small Budget and Ratio	19,914	2,488	6,292
Public Policy Institute	19,914	2,488	6,292
<b>Return Ratio</b>			
Review Needed - Return Ratio Only	448,851	-	136,774
Cherokee Center at WCU	77,588	-	-
Highlands Biological Station	371,263	-	136,774
<b>WSSU</b>	<b>132,506</b>	<b>68,000</b>	<b>178,501</b>
<b>Small Budget</b>			
Review Needed - Small Budget Only	-	-	25,501
Center for Economic Analysis	-	-	-
Center for Excellence for the Elimination of Health Disparities	-	-	25,501
<b>Return Ratio</b>			
Review Needed - Return Ratio Only	132,506	68,000	153,000
Center for Community Safety	132,506	68,000	153,000
<b>UNCGA</b>	<b>9,507,194</b>		<b>14,439,390</b>
<b>Return Ratio</b>			
Review Needed - Return Ratio Only	9,507,194		14,439,390
UNC Center for Public Television (UNC-TV)	9,014,841		13,707,333
North Carolina Center for International Understanding (NCCIU)	492,353		732,057
<b>Grand Total</b>	<b>49,256,736</b>	<b>12,025,225</b>	<b>189,228,458</b>



## Centers and Intitutes NOT Moving to Phase Two Review by Campus and Category

No Further Review Needed	2013-14 GF Approp.	2013-14 Other Receipts	2013-14 In-Kind Support
<b>ASU</b>	<b>643,089</b>	<b>1,912,551</b>	<b>238,239</b>
<b>Offers Courses Required for Degree</b>	<b>537,997</b>	<b>246,881</b>	<b>134,331</b>
Center for Appalachian Studies	407,196	15,672	46,069
National Center for Developmental Education	130,801	231,209	88,262
<b>Does Not Offer Courses Required for Degree</b>	<b>105,092</b>	<b>1,665,670</b>	<b>103,908</b>
ASU Energy Center	65,746	1,208,630	64,417
Center for Entrepreneurship	39,346	375,502	14,235
Center for Judaic, Holocaust and Peace Studies	-	81,538	25,256
<b>ECU</b>	<b>4,768,306</b>	<b>4,043,053</b>	<b>31,302</b>
<b>Offers Courses Required for Degree</b>	<b>4,752,926</b>	<b>1,566,679</b>	<b>24,380</b>
Center for Applied Psychophysiology	10,000	36,980	-
Center for Sustainable, Tourism, Natural Resources, and the Built Environment	445,747	118,591	-
Institute for Coastal Science and Policy (ICSP)	1,731,162	1,366,380	-
Small Business Institute	28,000	-	24,380
UNC Coastal Studies Institute	2,538,017	44,728	-
<b>Does Not Offer Courses Required for Degree</b>	<b>15,380</b>	<b>2,476,374</b>	<b>6,922</b>
Center for Telepsychiatry and e-Behavioral Health	-	2,184,000	-
Pediatric Healthy Weight and Treatment Center	15,380	292,374	6,922
<b>NC A&amp;T</b>	<b>-</b>	<b>10,173,035</b>	<b>-</b>
<b>Does Not Offer Courses Required for Degree</b>	<b>-</b>	<b>10,173,035</b>	<b>-</b>
Bioenergy Center	-	2,087,039	-
Center for Advanced Studies in Identity Sciences	-	256,541	-
Center for Autonomous Control and Information Technology	-	275,400	-
Center for Aviation Safety	-	960,000	-
Center for Behavioral Health and Wellness	-	129,741	-
Center for Composite Materials Research	-	712,977	-
Center for Cyber Defense	-	1,067,000	-
Center for Energy Research & Technology	-	204,318	-
Center for Excellence for Post Harvest Technologies	-	100,000	-
International Trade Center	-	265,729	-
NOAA Interdisciplinary Scientific Environmental Technology Cooperative Science Center	-	114,290	-
NSF Engineering Research Center for Revolutionizing Metallic Biomaterials (ERC)	-	4,000,000	-
<b>NCCU</b>	<b>5,895,792</b>	<b>7,345,090</b>	<b>10,000</b>
<b>Offers Courses Required for Degree</b>	<b>4,502,191</b>	<b>1,958,607</b>	<b>-</b>
Biomanufacturing Research Institute and Training Enterprise (BRITE)	4,502,191	1,958,607	-
<b>Does Not Offer Courses Required for Degree</b>	<b>1,393,601</b>	<b>5,386,483</b>	<b>10,000</b>
Biomedical/Biotechnology Research Initiative (BBRI)	1,317,264	4,731,062	-
Center for Excellence in Science, Math and Technology Education	76,337	445,421	10,000
Institute for Homeland Security and Workforce Development	-	210,000	-
<b>NCSU</b>	<b>11,372,400</b>	<b>61,698,205</b>	<b>341,165</b>
<b>Offers Courses Required for Degree</b>	<b>10,575,163</b>	<b>30,567,513</b>	<b>284,012</b>
Bioinformatics Research Center	58,156	31,578	10,000
Center for Chemical Toxicology and Research Pharmacokinetics	-	37,132	-
Center for Comparative Molecular Medicine and Translational Research	134,243	221,614	-
Center for Dielectrics and Piezoelectrics	-	28,605	-
Center for Efficient, Scalable and Reliable Computing	-	81,818	10,729
Center for Environmental and Resource Economic Policy	34,844	90,536	-
Center for Geospatial Analytics	-	603,641	78,736
Center for High Performance Simulation	-	17,920	-
Center for Integrated Fungal Research	-	119,476	-
Center for Nuclear Energy Facilities and Structures	-	16,392	-
Center for Plant Breeding and Applied Plant Genomics	-	145,548	4,500
Center for Quantitative Sciences in Biomedicine	25,864	864,561	-
Center for Research in Scientific Computation	108,012	(30,659)	-
General H. Hugh Shelton Leadership Center	421,500	488,495	64,300
Golden LEAF Biomanufacturing Training and Educational Center	5,261,348	1,360,810	-
Industry Research Programs in Forestry	-	1,908,084	52,719
Institute for Nonprofit Research, Education and Engagement	133,735	354,919	18,761
Integrated Manufacturing Systems Engineering Institute	229,924	515,420	22,000
Kenan Institute for Engineering, Technology & Science	168,426	2,991,354	-
Nonwovens Institute	269,428	8,032,877	-
Nuclear Reactor Program	396,980	2,060,695	-
Precision Engineering Center	-	36,827	-

## Centers and Intitutes NOT Moving to Phase Two Review by Campus and Category

Small Business and Technology Development Center	1,718,392	5,061,403	-
State Climate Office of North Carolina	248,436	260,341	22,267
W. M. Keck Center for Behavioral Biology	-	197,304	-
William and Ida Friday Institute for Educational Innovation	1,365,874	5,070,823	-
<b>Does Not Offer Courses Required for Degree</b>	<b>797,237</b>	<b>31,130,692</b>	<b>57,153</b>
Animal and Poultry Waste Management Center	17,567	150,178	2,957
Center for Engineering Applications of Radioisotopes	-	388,545	-
Center for Family and Community Engagement	47,858	991,969	29,696
Center for Innovation Management Studies	-	365,133	-
Center for Integrated Pest Management	152,016	5,772,946	-
Center for Research on Textile Protection and Comfort	-	1,632,245	-
Institute for NEXT Generation IT Systems	-	4,692,258	-
Institute for Transportation Research and Education	438,355	7,431,748	24,500
North Carolina Clean Energy Technology Center	-	879,340	-
North Carolina Institute for Climate Studies	141,441	8,244,203	-
Silicon Solar Research Center	-	112,688	-
Southeast Dairy Foods Research Center	-	469,439	-
<b>UNCA</b>	<b>117,479</b>	<b>1,553,247</b>	<b>65,201</b>
<b>Does Not Offer Courses Required for Degree</b>	<b>117,479</b>	<b>1,553,247</b>	<b>65,201</b>
National Environmental Modeling Analysis Center	3,000	914,729	-
Osher Lifelong Learning Institute	114,479	638,518	65,201
<b>UNC CH</b>	<b>5,564,034</b>	<b>276,573,047</b>	<b>1,011,920</b>
<b>Offers Courses Required for Degree</b>	<b>2,479,126</b>	<b>46,601,567</b>	<b>351,349</b>
Bowles Center for Alcohol Studies	88,617	5,962,926	-
Carolina Center for Jewish Studies	-	511,196	4,431
Center for Aging and Health	-	1,223,527	4,972
Center for Bioethics	242,640	1,236,959	-
Center for European Studies ☐	93,106	926,342	24,066
Center for Integrative Chemical Biology and Drug Discovery	700,000	2,033,000	70,900
Center for Pain Research and Innovation	-	3,600,000	-
Center for Pharmacogenomics and Individualized Therapy	-	225,000	17,725
Center for Slavic, Eurasian and East European Studies ☐	38,254	522,379	21,505
Center for Women's Health Research	-	4,616,227	-
Highway Safety Research Center	400,462	5,052,411	-
Institute for the Study of the Americas	142,495	729,855	28,249
McAllister Heart Institute	-	9,138,412	97,488
Occupational Safety and Health Education and Research Center	-	1,093,578	2,012
UNC Institute for the Environment	773,552	4,647,695	80,000
UNC Neuroscience Center	-	5,082,060	-
<b>Does Not Offer Courses Required for Degree</b>	<b>3,084,908</b>	<b>229,971,479</b>	<b>660,571</b>
African Studies Center	53,382	362,140	17,375
American Indian Center	126,039	305,165	8,676
Carolina Asia Center	44,192	257,276	19,281
Carolina Center for the Study of the Middle East and Muslim Civilizations	58,055	594,041	18,439
Carolina Institute for Developmental Disabilities	-	9,487,048	-
Carolina Population Center	472,327	60,685,838	40,000
Cecil G. Sheps Center for Health Services Research	838,020	13,984,891	-
Center for Banking and Finance	-	80,788	567
Center for Developmental Science	25,597	2,527,717	37,500
Center for Environmental Health and Susceptibility	-	1,672,172	13,444
Center for Environmental Medicine, Asthma & Lung Biology	-	2,755,149	-
Center for Galapagos Studies	-	252,129	5,885
Center for Gastrointestinal Biology and Disease	-	16,853,587	-
Center for Global Initiatives	66,918	1,820,630	-
Center for Health Promotion and Disease Prevention	-	8,038,872	99,647
Center for Law, the Environment, Adaptation, and Resources (CLEAR)	-	64,530	20,195
Center for Maternal and Infant Health	-	1,178,581	-
Center for the Study of Natural Hazards and Disasters	-	2,187,663	-
Center for the Study of the American South	274,255	737,910	49,317
Center for Urban and Regional Studies	175,508	3,367,825	31,586
Collaborative Studies Coordinating Center	-	14,751,136	-
Cystic Fibrosis/Pulmonary Research and Treatment Center	-	10,619,242	-
Data Intensive Cyber Environments (DICE) Center	-	1,564,296	2,659
Environmental Finance Center	-	1,050,000	15,953
Frank Hawkins Kenan Institute of Private Enterprise	-	2,400,000	73,293
Gene Therapy Center	54,117	8,708,400	-

## Centers and Intitutes NOT Moving to Phase Two Review by Campus and Category

Injury Prevention Research Center	24,688	2,952,176	-
Institute for African-American Research	-	383,333	16,529
Institute for Global Health & Infectious Diseases	-	44,039,483	-
Institute for the Arts and Humanities	174,408	1,301,069	70,218
Jordan Institute for Families	-	76,633	-
Parr Center for Ethics	-	338,270	23,929
The North Carolina Institute for Public Health	356,494	5,908,415	27,164
Thurston Arthritis Research Center	-	3,873,509	-
UNC Center for Innovative Clinical Trials	-	443,140	-
UNC Kidney Center	250,908	974,600	1,684
UNC Nutrition Obesity Research Center	-	1,469,519	40,644
Water Institute at UNC	90,000	1,904,308	26,588
<b>UNCC</b>	<b>94,011</b>	<b>3,070,215</b>	<b>41,000</b>
<b>Does Not Offer Courses Required for Degree</b>	<b>94,011</b>	<b>3,070,215</b>	<b>41,000</b>
Center for Applied GIS	-	378,621	-
Center for Precision Metrology	94,011	365,000	12,000
Center for Real Estate	-	126,594	20,000
Charlotte Visualization Center	-	2,200,000	9,000
<b>UNCG</b>	<b>-</b>	<b>12,195,310</b>	<b>4,000</b>
<b>Offers Courses Required for Degree</b>	<b>-</b>	<b>21,842</b>	<b>-</b>
Center for Community-Engaged Design	-	21,842	-
<b>Does Not Offer Courses Required for Degree</b>	<b>-</b>	<b>12,173,468</b>	<b>4,000</b>
Center for Biotechnology, Genomics and Health Research	-	378,732	-
Center for Geographic Information Science	-	84,078	-
Center for Health of Vulnerable Populations	-	1,820,000	-
Center for Youth, Family, & Community Partnerships	-	2,564,605	-
Institute to Promote Athlete Health and Wellness	-	89,000	4,000
Music Research Institute	-	100,000	-
Natural Products and Drug Discovery Center	-	1,528,758	-
North Carolina Entrepreneurship Center	-	176,000	-
SERVE	-	5,432,295	-
<b>UNCP</b>	<b>275,598</b>	<b>282,324</b>	<b>86,000</b>
<b>Offers Courses Required for Degree</b>	<b>265,714</b>	<b>-</b>	<b>25,000</b>
Thomas Family Center for Entrepreneurship	265,714	-	25,000
<b>Does Not Offer Courses Required for Degree</b>	<b>9,884</b>	<b>282,324</b>	<b>61,000</b>
Regional Center for Economic, Community, & Professional Development	9,884	282,324	61,000
<b>UNCW</b>	<b>-</b>	<b>353,882</b>	<b>30,799</b>
<b>Does Not Offer Courses Required for Degree</b>	<b>-</b>	<b>353,882</b>	<b>30,799</b>
Institute for Interdisciplinary Studies in Identity Sciences	-	353,882	30,799
<b>UNCSA</b>	<b>-</b>	<b>1,237,020</b>	<b>21,196</b>
<b>Does Not Offer Courses Required for Degree</b>	<b>-</b>	<b>1,237,020</b>	<b>21,196</b>
Community Music School	-	87,020	21,196
Kenan Institute for the Arts	-	1,150,000	-
<b>WCU</b>	<b>407,490</b>	<b>305,565</b>	<b>19,860</b>
<b>Offers Courses Required for Degree</b>	<b>407,490</b>	<b>101,973</b>	<b>15,360</b>
Center for Rapid Product Realization	254,353	99,834	15,360
Mountain Heritage Center	153,137	2,139	-
<b>Does Not Offer Courses Required for Degree</b>	<b>-</b>	<b>203,592</b>	<b>4,500</b>
College of Business - Center for Entrepreneurship and Innovation	-	100,000	4,500
College of Business - Sales Center	-	103,592	-
<b>WSSU</b>	<b>61,549</b>	<b>94,008</b>	<b>49,603</b>
<b>Offers Courses Required for Degree</b>	<b>61,549</b>	<b>94,008</b>	<b>49,603</b>
Biomedical Research Infrastructure Center	61,549	59,008	-
Center for Entrepreneurship	-	35,000	10,000
Center of Excellence in Financial Services	-	-	39,603
<b>UNCGA</b>	<b>1,716,742</b>	<b>5,645,993</b>	
<b>Does Not Offer Courses Required for Degree</b>	<b>1,716,742</b>	<b>5,645,993</b>	
North Carolina Center for School Leadership Development (NC CSLD)	1,716,742	5,645,993	
<b>Grand Total</b>	<b>30,916,490</b>	<b>386,482,544</b>	<b>1,950,284</b>